



The ThunderRidge High School
Performing Arts Department Presents

The February Orchestra Concert

➤ Featuring ➤

Solo and Ensemble Performances



String Orchestra



Chamber Orchestra

February 27th, 2020, 7:00 PM
ThunderRidge High School Auditorium
Taylor Hutchins, Directors

Solo and Ensemble Performers (in order of appearance)

Salute (A canon)..... William Byrd
Thomas Clark, Jesse Madalina, Edy Wang, Adhip Ghimire, Philip Wong, Ashley Laxamana

Minuet No. 3.....J.S. Bach
Jacob Toler, Shelby Morgan

Andante con Moto, no. 15.....arr. Frank Spinosa and Harold W. Rusch
Sammy Fleskes, Erin Burch, Maddalyn Gaskill, Kade Cochran, Mari Pochocki, Sarah Paulsen,
Katherine Kloves, Christian Lopez, Sheyla Mallery

Irish Medley.....arr. Francis Feese
Trinity Weiss, Riley Mistr, Maddie May, Brianna Olivas

Adagio con Sentimento, No. 27..... arr. Frank Spinosa and Harold W. Rusch
Haylee Smith, Haylie Boyd, Jaden Vigil

Gusty Garden Galaxy..... arr. Patti Rudisill
Katherine Witkind, Gracie Madalina, Grace Ann Reynolds, Lindsay Hoag, Allison Dobbins, Lily Toler
Catey Frier, Ivan Neito, Scott Brannan, Jacob Godinez (percussion)

Dance Suite, Andante.....G.P. Telemann
Kyra Bowden, Alex Rich

Träumeri.....Robert Schumann, arr. Lynne Latham
Caden Olson, McKenna Skokos, Zoe Rich, Lily Berkowitz

English Suite (Featuring String Orchestra).....arr. Kathy Fishburn
I. Rondo from "Abdelazar"
II. The Ash Grove
III. Trumpet Voluntary

Excerpts from "Claire d'lune"Claude Debussy
Lily Ruth

Prayer from "Hansel and Gretel"Engelbert Humperdinck
Amber Klein, Lindsay Anhalt, Mina Palaniappan, Vanessa Mai

Con Fervore, No. 16..... arr. Frank Spinosa and Harold W. Rusch
Amy Chen, Arielle Hurst, Lexi Crandall, Nadia Ohsiek, Max Lee, Tyler Torpy, Ellie Southwick

Eine Kleine NachtmusikW.A. Mozart
Caden Olson, McKenna Skokos, Zoe Rich, Lily Berkowitz

Excerpts from "Claire d'lune"Maurice Ravel
Mariel Rabina

Holberg Suite, Op. 40 (Featuring Chamber Orchestra).....Edvard Grieg

String Orchestra Personnel

Violin I

Allison Dobbins*
Samantha Fleskes
Laura Greenwood
Lindsay Hoag
Jesse Madalina
Vanessa Mai
Grace Ann Reynolds
Philip Wong

Violin II

Erin Burch
Kade Cochran
Thomas Clark
Maddalyn Gaskill
Adhip Ghimire
Riley Mistr
Mariel Rabina
Haylee Smith*
Edy Wang
Trinity Weiss

Viola

Haylie Boyd
Katherine Kloves
Ashley Laxamana
Sarah Paulsen
Mari Pochocki*
Jaden Vigil

Cello

Bailey Churchill Jones
Catey Frier*
Christian Lopez
Sheyla Mallery
Maddie May
Brianna Olivas

Double Bass

Shelby Morgan
Jacob Toler*

Chamber Orchestra Personnel

Violin I

Lindsey Anhalt
Kyra Bowden
Gracie Madalina
Caden Olson*#
Mina Palaniappan
Lily Toler

Violin II

Amy Chen
Lexi Crandall
Arielle Hurst
Amber Klein
Ava Mount
Nadia Ohsiek
McKenna Skokos*#
Katherine Witkind

Harp

Lily Ruth

Viola

Asha Kakuda
Max Lee
Zoe Rich
Tyler Torpy*

Cello

Lily Berkowitz*#
Scott Brannan
Veronika Bruetting
Min Fei Ginther
Ivan Nieto
Ellie Southwick

Double Bass

Brooke Hardman*
Alex Rich

Special Thanks To...

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

...and our incredibly supportive administration

Nikki Ballow, TRHS Principal
Casey Paul, TRHS Activities Director

Paul Harvey on Music in Our Schools

Music is everywhere - In bird song and in bubbling brooks and in laughter, even in the stars. Music is the universal language that transcends time and space. Music is one of the SEVEN FORMS OF HUMAN INTELLIGENCE, all equal in stature and in potential. And yet education - as is - is almost totally geared to nurturing linguistic and logical - mathematical abilities alone, leaving the other five forms - including music - neglected. At elementary school level more than half of all school districts in the United States have no full-time music teacher. And thus our schools tend to refine intellects but neglect to discipline emotions. And undisciplined emotions keep getting us into trouble. The ugliest headlines are about somebody who may have been smart as all get-out, smart enough to be a bank executive or a politician or a scientist. But if emotionally colorblind, he's an unguided missile inevitably destined to self-destruct. Without the arts- including music-we risk graduating young people who are "right brain damaged." For anyone to grow up complete, music education is imperative. Case histories on file with the National Commission on Music Education uncover exciting correlation between the study of music and such critical workplace performance factors as self-esteem, self discipline, the ability to work in groups and higher cognitive and analytical skill. Music in schools, what little there is, is considered ancillary to "real education," as something of a "curricular icing." If it is to be reestablished as basic to education, as fundamental to being "an educated person," then educators and performers, composers and publishers-and those non-music-related industries-must close ranks to restore educational balance in schools. The National Commission on Music Education is such a coalition. Already, in its first year, it has won the support of 75 national organizations, willing, under a slogan of "Let's Make Music," to work together toward the musical enrichment of public schools' curricula. How does one plausibly argue for spending school money on music when we are graduating illiterates? Should we not be putting all our emphasis on reading, writing and math? The "back-to-basics curricula," while it has merit, ignores the most urgent void in our present system - absence of self-discipline. The arts, inspiring - indeed requiring- self discipline, may be more "basic" to our national survival than traditional credit courses. Presently we are spending 29 times more in science than on the arts, and the result so far is worldwide intellectual embarrassment.

PAUL HARVEY NEWS, ABC 1991.