



The ThunderRidge High School
Performing Arts Department Presents

The Fall Orchestra Concert

➤ Featuring ➤

String Orchestra



Chamber Orchestra



October 24th, 2019, 7:00 PM
ThunderRidge High School Auditorium
Taylor Hutchins, Director

String Orchestra

Toccata.....William Hofeldt

Scarborough Fair.....Traditional, arr. Andrew Balent

Giant Slimy Squid.....Thom Sharp

Chamber Orchestra

Waltz No. 2.....Dimitri Shostakovich, arr. Paul Lavender
Tyler Torpy, Viola
Lily Berkowitz, Cello

Struggle In The Shadows.....Brian Balmages
Lily Ruth, Harp

Steampunk.....Richard Meyer

String Orchestra Personnel

Violin I

Lexi Crandall
Allison Dobbins*
Samantha Fleskes
Laura Greenwood
Lindsay Hoag
Jesse Madalina
Vanessa Mai
Philip Wong

Violin II

Erin Burch
Kade Cochran
Thomas Clark
Maddalyn Gaskill
Adhip Ghimire
Riley Mistr
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*
Nikki Kim
Christian Lopez
Sheyla Mallery
Maddie May
Brianna Olivas
Abby Root

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
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

* 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
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.