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### UPCOMING BAND EVENTS

03/09/22 — MSBOA District VII Band and Orchestra Festival  
05/09/22 — Cedar Springs High School Band Spring Concert  
05/16/22 — Cedar Springs Middle Level Band Spring Concert  
06/01/22 — Commencement  
06/03/22 — Marching Red Hawks Welcome Weekend

**[www.cedarspringsbands.com](http://www.cedarspringsbands.com)**

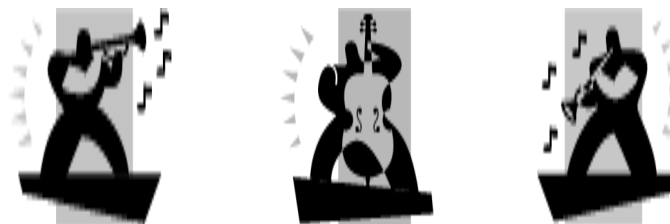
## The Cedar Springs Instrumental Music Department

*proudly presents the*

# 7th GRADE BAND 8th GRADE BAND SYMPHONIC BAND WIND ENSEMBLE

*in a*

# PRE-FESTIVAL CONCERT



**Tuesday, February 14, 2023**

**7:00 P.M.**

**Cedar Springs High School Auditorium**

**Matthew J. Nabozny, Director of Bands  
Colin J. Weber, Director of Bands**

# PROGRAM

## 7th GRADE BAND

Union March.....M. Rogers

Tadpoles.....R. Standridge

Ninja: The Fire Dance.....R. Grice

## 8th GRADE BAND

Lexington March.....J. Edmondson

Kamehameha.....W. Owens

Cloud Gate.....T. Loest

## SYMPHONIC BAND

Luna Y Fuego.....J. Vargas

Rippling Watercolors.....B. Balmages

Fire Dance.....D. Shaffer

## WIND ENSEMBLE

March of the Belgian Parachutists....P. Leeman/J. Bourgeois

Swing Low, Sweet Chariot.....S. Rouse

To Horizons Unseen.....R. Standridge

Enjoy the Cedar Springs Jazz Band before the show.



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## PROGRAM NOTES cont'd

finished. Later, near the end of World War II, he was asked by a group of Belgian paratroopers to compose a march, and remembering his earlier theme, he did, the result being this very popular march. Since that time, the march has enjoyed great success, being played by bands throughout the world.

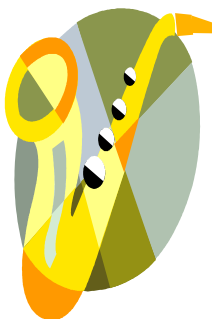
Col. Bourgeois obtained a copy of the original Belgian publication, and to his surprise, discovered Lemans had composed material in the original version which was not included in the existing American edition. Now, for the first time, the complete march is available to modern concert bands throughout the world in an edition that has been carefully researched, and meticulously edited by one of the world's leading authorities on marches and march performances.

### SWING LOW, SWEET CHARIOT

Acclaimed international composer Steve Rouse offers this warm and elegant setting of the beloved "**Swing Low, Sweet Chariot**" to the concert band stage. This sophisticated arrangement offers much in the way of harmonic and melodic elements to appeal to discerning directors. The peaceful, relaxed nature of the work makes a splendid choice for an expressive selection for contest use.

### TO HORIZONS UNSEEN

Honoring the career of an Illinois band director upon her retirement, this gorgeous work comes off as an epic musical journey that is full of surprises. An oboe soloist (always cued) is featured in the lyrical yet emotionally powerful opening section. A spirited jig in 6/8 time takes over after the slow introduction. As the jig unwinds and comes to its conclusion, the piece unexpectedly shifts to a duple meter 4/4 featuring energetic technical passages in upper woodwinds, then joined by trumpets. Building toward a final climax, the piece shifts back to a fast 6/8 buildup, then ends in an exciting way as the second fast theme makes a dancing curtain call. **To Horizons Unseen** is a fantastic concert band work appropriate for any performance or contest.



## CONCERT ETIQUETTE

*A performer's intense concentration can be interrupted by little things that may seem trivial to audience members. The following suggestions will help audience members show respect to the performers on stage as well as other members of the audience. This will help the performers to do their best.*

**When To Applaud** - Performers always appreciate applause, but there are appropriate moments to applaud. In a multi-movement work, applaud after all movements are completed. This allows the continuity of the piece to flow from one movement to the next. "Hooting and hollering" is not appropriate in the concert setting. For jazz performances, it is appropriate and encouraged to applaud after individual soloists.

**Arrival Time** - Leave early and allow enough time for parking and traffic. If you do arrive late, wait by the doors until the first piece (not just a movement) is finished, then discreetly take the nearest seat available.

**Entering and Exiting the Auditorium** - Never enter or exit the auditorium during a performance. If you must enter or exit, please wait until the performance on stage has been completed. The most appropriate times to move about are during audience applause or set changes.

**Talking** - Talking should not be tolerated. It is not only distracting to the performer, but to every person in the audience. It is not acceptable to talk (even whispering can be heard) during a musical performance. If someone around you is talking, ask them nicely to please stop.

**Other Noises** - Avoid rustling your program, tapping your foot, bouncing your legs, etc. Pagers and cell phones should be turned off. Watches set to beep on the hour should also be turned off. These high-pitched beeps are distracting to the performers and audience members.

**Coughing** - It is hard to avoid a spontaneous cough. Be prepared with some type of cough drops or candies. Avoid cellophane wrappers. Many come with a soft wax-paper wrapping that will be much less noisy.

**Taking Pictures** - Refrain from taking any photographs during a performance. The click of a camera and especially the flash are very distracting. Pictures should be taken after the performance.

**Children** - Children need exposure to good music and live performances. If your young child begins to get restless in the middle of a performance, it may be best that you exit the auditorium until calmer times prevail.

*By following basic edicts of respect and consideration, performers and the audience will have a more pleasurable and meaningful experience as they perform and attend live concerts. Because they have worked so hard for their performance, the students on stage deserve to be treated with respect.*



## **7th GRADE BAND**

### **FLUTE**

Mason Rop\*+  
Donovan Lynch

### **CLARINET**

Hailey Nichols\*  
Brendon Schippers+  
Alexander McCune  
Kayda Wright  
Raelynn Dells  
Claire O'Brien  
Trenton Drew  
Avery Van Dyke  
Angelina Pongrattana

### **BASS CLARINET**

Sophia Nicholls\*  
Rachael Hazen

### **ALTO SAXOPHONE**

Joshua Karjala\*+

### **TRUMPET**

Gage Cassiday\*  
James Marvin  
Zeke Marsman  
John Clement+  
Reed Haack  
Draven Alexander  
Isaiah Vega-Lopez

### **FRENCH HORN**

Vincent Medendorp\*  
Declan Shoffner  
Benaiah Shafer+

### **TROMBONE**

Trevor Randall\*  
Devyn Jenner+  
Cole Spicer  
Jameson Hernandez

### **EUPHONIUM**

Ryan Hazen\*+

### **TUBA**

Sophia Colombo\*+  
Mya Mallette

### **PERCUSSION**

Owen Bell\*  
Nikolas Williamson  
Camryn Miller  
Hannah Carrill  
Parker MacDonald  
Hunter Heidsma  
Jayden Gruis

## **8th GRADE BAND**

### **FLUTE**

Addison Jaquet\*+  
Emma Barger  
Violet Channells  
Ava Schmitt

### **CLARINET**

Miriam Hess\*+  
Sophia Host+  
Taylor Babcock  
Vanessa Stuart  
Crystal Cooper  
Charlotte Triick+  
Morgan Dersch  
Savannah Emmorey  
Grace Spaeth  
Megan VanDyke

### **ALTO SAXOPHONE**

Ian Westgate\*  
Isaac Drent

### **TENOR SAXOPHONE**

Luke Tabor\*  
Shane Flanagan

### **BARITONE SAXOPHONE**

Caiden Payne\*

### **TRUMPET**

Angela Smith\*+  
Denton Pellerito  
Darrin Stoutmeyer  
Bryton Rowland  
Cailynn Wiersum  
Katelyn Gates  
Samuel Myers  
Carter Schrock  
Cadence Roggenbuck  
John Williamson  
Thomas Boomgaard  
Gaberiel Griffiee  
Brendan Sanborn

### **TROMBONE**

Aden Krockner\*

### **EUPHONIUM**

Lukas Brown\*  
Corbin Bowen  
Zachary Barnett  
Amari Washington

### **PERCUSSION**

Blakelyn Friskey\*  
Madisyn Jerome  
Emily Kangas  
Jacob Erxleben  
Christopher Juczynski  
Xander Rau  
Elijah Lopez

## **DID YOU KNOW...**

The Michigan Merit Curriculum allows for college-bound high school students to meet all requirements **and still** enroll in band all four years of high school. In addition to their primary band class, some students will even take Jazz Band or an extra concert band as their electives in their Junior and Senior years. Therefore, there is no need to believe band cannot be included in the schedule of a college-bound student. With a little planning and consideration to scheduling in their first two years of high school, every student can take band for four years while still satisfying all graduation requirements. It has been proven that colleges and employers look highly upon band students in the application process because it shows commitment, discipline, and team work. In addition, exposure to the arts is a life long gift and helps children become more well-rounded students.

## **PROGRAM NOTES cont'd**

ensembles; rather, it was written as a fully expressive lyrical work that happens to be playable by younger ensembles. I believe there is a significant difference. No phrases were truncated, no ranges were "limited," and no rhythms were watered down for the sake of playability. This piece just happens to be attainable by younger groups, yet the music exists exactly as it would even if I had written this for a college group.

The title comes from a range of inspiration. I often get asked about my last name. As most can imagine, there are very few of us left in the world. At present, my wife and I are one of only two couples in the United States that can carry on our family name. My cousins Ben and Carrie on the west coast are the other couple, and they now have two beautiful girls. We all share a lot of beliefs- we encourage our children to be creative, spontaneous, and we enjoy watching where their imaginations take them. The idea for this piece came from a simple set of watercolors. When children get hold of these and use their imagination, the most amazing things can happen. Children can see things that adults never see. They open our minds while we help them grow and learn. With a little imagination, these watercolors can become a magnificent sunrise or sunset over the ocean, a gorgeous view from a mountaintop, or an image of a supernova in space. The smallest drop can change the pattern and create something entirely new, either with a brush or entirely within nature. It is my hope that Lily and Charlotte grow up with an infinite palette of watercolors, and that every drop creates a new, fantastic world.

### **FIRE DANCE**

This thrilling overture burns with all the energy of a raging fire! In the tradition of David's acclaimed composition Tribal Drums, this vibrant selection offers the exciting percussion and bold brass parts that have become a hallmark of his work. The mysterious middle section is highlighted by an enchanting flute melody. Your audience will be in awe of the raw power from the first note to the last. Highly recommended!

### **MARCH OF THE BELGIAN PARACHUTISTS**

Pierre Lemans served in the Belgian army during World War I, and was asked by his regimental commander to write a march. He began the march, but it was never

\*Denotes Principal Part Players

+ Denotes MSBOA District VII Solo & Ensemble Festival

^ Denotes Grand Rapids Community College Honor Band

~ Denotes Grand Rapids Youth Orchestra

## **PROGRAM NOTES cont'd**

### **LEXINGTON MARCH**

The bands of today grew out of a tradition of military bands playing march music for troop movement in parades, reviews, and even battles. **Lexington March** was written to provide bands with an easy march in the traditional style of the great march composers.

### **KAMEHAMEHA**

This dramatic work was inspired by the legend of **Kamehameha**, the warrior-king of Hawaii who came to power in the late-18th century. Through his many conquests and great generosity toward subjects, Kamehameha has captured a significant place in Hawaiian history and has been called the Napoleon of the Pacific.

The brief and powerful introduction represents a bold declaration of war. A faster allegro section suddenly ensues, and is driven by percussion dance rhythms and a haunting woodwind melody. The music slows briefly, as the mighty army prepares for the next campaign. In the final section, the song of war from the introduction returns, as the great king fearlessly leads his army to splendid victory. Energy and boldness of spirit are vital for a successful, gratifying performance. Percussion is the driving force throughout the piece.

### **CLOUD GATE**

It has always been my hope to compose an original work that would capture the character of my favorite city, Chicago. With its rich history, diverse culture, beautiful lakefront, and magnificent skyline, Chicago is a world city.

**Cloud Gate - Reflections of a City** was commissioned by the Westview Hills Middle School Band in Willowbrook, Illinois. The inspiration for this work came after seeing, touching, and walking under Cloud Gate, a gigantic, highly polished, stainless steel elliptical sculpture located in Chicago's Millennium Park. Created by British artist Anish Kapoor, the 110-ton Cloud Gate stands 33 feet high, 66 feet long and 42 feet wide. With its liquid mercury appearance, Cloud Gate's reflective surface captures images of both earth and sky.

Indeed, Kapoor's Cloud Gate is a visual analog of Chicago, reflecting the city's strength, structure and energy. In it, one sees a most impressive cityscape, with its busy streets, vibrant people, and tall buildings, each pointing upward to floating clouds of optimism and never-ending dreams.

### **LUNA Y FUEGO**

This original march is written in a true and exciting paso doble (double step) style which originated as a Spanish military march that allowed troops to march at double their pace. **Luna y Fuego** is full of memorable melodies, counter melodies, and stirring rhythmic figures to create an authentic-sounding work that will thrill everyone.

### **RIPPLING WATERCOLORS**

Many often underestimate the extensive colors, harmonies, and emotional range that are often achievable in younger ensembles. It is in this spirit that the musical lines of **Rippling Watercolors** were born. This was not meant to be a lyrical piece for younger

## **SYMPHONIC BAND**

### **FLUTE**

Isabella Galperin\*  
Ceairah Worden  
Ethan Le  
Daisy Anderson  
Anabell Carlton  
Loralai Rodenhouse

### **OBOE**

Kyla Robinson\*

### **BASSOON**

Logan Redes\*+  
Nathen Woudwyk

### **CLARINET**

Alexandria Devereaux\*  
Hailey McDonald  
Cody Lankford  
Hayley Brewington+  
Colleen Bateman  
Payton Gittere+  
Caden Miesch  
Kyra Gates  
Anoulack Pongrattana  
Hailey Waite

### **BASS CLARINET**

Caitlin Verhoven\*

### **FLUTE**

Larissa McGrath\*  
Kylee Hall  
Cameryn Hess+  
Chloe VanDyke

### **OBOE**

Judy Visser\*+^~

### **BASSOON**

Nathan White\*  
Kenady Williamson

### **CLARINET**

Brody Nichols\*+  
Sally Odren  
Josephine Vanderhyde  
Silas Johnson  
Brooke Fournier

### **BASS CLARINET**

Alanna Smith\*  
Dominic Vanderhyde  
Olivia French

### **ALTO SAXOPHONE**

Hunter Torrey\*+  
Makayla Slagel  
Chloe Pierce  
Blake Hubert

### **TENOR SAXOPHONE**

Ethan Terpstra\*  
Pierce Overway

### **TRUMPET**

Ryen McDermott\*  
Madison Geene  
Elijah Fulton  
Emilee Reisig+  
Chloe Shadley  
Kaylee Rowland  
Kyle Parks  
Allison Butler  
Tyler Beck  
Dmitri Tol+  
Brianna Page  
Logan Burnett  
Peighton Wolf  
Thomas DeMink  
Beau Savage  
Johnny Carlton

## **WIND ENSEMBLE**

### **ALTO SAXOPHONE**

John Richard Nulph\*  
Taylor Haynes  
Logan Hopkins

### **TENOR SAXOPHONE**

Brooklyn Carlton\*  
Emma Merritt

### **BARITONE SAXOPHONE**

Brooklyn Carlton\*

### **TRUMPET**

Angelina Juczynski\*  
Ryan Vos  
Avery Colombo  
Nickolas Walukonis  
Hunter Hankiewicz  
Jack Sherburn

### **FRENCH HORN**

Madeline Radebach  
Coryn Wiles+  
Hannah Britten  
Haylie Terrien

### **FRENCH HORN**

Emma Pritchard\*  
Ricco Ardecki  
Sophia Cook  
Kylie Rudge

### **TROMBONE**

Ethan Hess\*+  
Dominick Hall

### **EUPHONIUM**

Alivia Longoria\*  
Nolan Russo  
Damian Tharp  
Natalie French

### **TUBA**

Alexis Tharp\*  
Kendra O'Brien  
Jaden Halliwell

### **PERCUSSION**

Heath Malon\*  
Kailynn Skinner  
Kathryn Pellerito  
Phoebe Fisk  
Alana Wiles  
Leo Roberts  
Xander Doncis  
Jazmyn Smith  
Grace Abbott  
Mya MacDonald

### **TROMBONE**

Jonathan Porter\*+  
Shane Smith  
Lucas Caruso  
Braedyn Brewer

### **EUPHONIUM**

Ivy Collins\*  
Madison Shields

### **TUBA**

Dominic Pellerito\*  
Toby Smith

### **STRING BASS**

Sally Odren\*

### **PERCUSSION**

Brielle Sarniak\*  
Logan Friskey  
Madison Williams  
Aydan Slater  
Gavin Kirkwood  
Lauren Fraser  
Franklin Vanderhyde

# A SPECIAL THANKS TO:

**RILEY GLOVER** for his help in providing lights and sound.

**RONNIE WHITE** and her helpers for coordinating and distributing the concert uniforms.

**SHANA SHIELD** and the **MUSIC BOOSTER EXECUTIVE BOARD** for the time they have spent organizing our volunteers for all our events.



## WHAT IS MUSIC?

### Music is a **SCIENCE**

It is exact, specific; and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

### Music is **MATHEMATICAL**

It is rhythmically based on the subdivisions of time into fractions which must be done, not worked out on paper.

### Music is a **FOREIGN LANGUAGE**

Most of the terms are in Italian, German, or French; and the notation is certainly not English—but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.

### Music is **HISTORY**

Music usually reflects the environment and times of its creations, often even the country and/or racial feeling.

### Music is **PHYSICAL EDUCATION**

It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

**Music is all of these things, but most of all...**

### Music is **ART**

It allows a human being to take all these dry, technical (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate—humanism, feeling, emotion, call it what you will.

## **JAZZ BAND**

### **ALTO SAXOPHONE**

Taylor Haynes  
John-Richard Nulph  
Hunter Torrey

### **TENOR SAXOPHONE**

Emma Merritt

### **BARITONE SAXOPHONE**

Brooklyn Carlton  
Nathan White

### **CLARINET**

Hayley Brewington  
Payton Gittere  
Brody Nichols

### **TRUMPET**

Avery Colombo  
Angelina Juczynski  
Madeline Radebach  
Ryan Vos  
Coryn Wiles

### **GUITAR**

Logan Friskey

### **TROMBONE**

Ethan Hess  
Jonathan Porter

### **PIANO**

Lauren Fraser

### **BASS**

Sally Odren

### **DRUM SET**

Brielle Sarniak

## **PROGRAM NOTES**

### **UNION MARCH**

**Union March** is titled after the North Carolina county of the same name. The piece is designated as a festival march or concert opener.

### **TADPOLES**

A few years back, I wrote a young band work entitled Frogs that was quirky, humorous, and fun. To this day, I would still put it in my personal top 5 favorite things I've ever written. A few days ago, while working on some music, I noticed that single 8th notes, with their round heads, long stems, and single tail, looked kind of like tadpoles. This made me flash back to Frogs and I thought, "well, tadpoles would be before frogs, so they would have to learn to jump..." and BOOM. The idea hit me and in less than 24 hours, I wrote the piece that is before you.

**Tadpoles** is intended to introduce young players to the idea of "leaping." The piece begins with the young amphibians trying out their new legs as they leap for the first time. The piece becomes a joyous celebration of growth and maturation, as the titular tadpoles work themselves into a froggy finale! I hope your students enjoy this work.

### **NINJA: THE FIRE DANCE**

Ninjutsu, a martial art sometimes called "the art of stealth" or "the art of invisibility," originated in the mountains of Japan over 800 years. Its practitioners were known as ninjas. The Ninja Sorcerer was a real-life ninja that would perform magic in front of crowds of people, often flying through the air with a sword of fire as his weapon. Ninja skills and legends have survived through the ages and still live on today in modern culture, often featured in movies, video games, and comic books.

