

Upper St. Clair School District Performing Arts Department  
*Presents*



# Upper St. Clair High School Wind Ensemble

*Dr. John M. Seybert, Director*

## Marywood University Senior Wind Band Festival

Saturday, January 21, 2023

1:00 p.m.

Sette LaVerghetta Center for Performing Arts -Scranton, PA

**Upper St. Clair School District Fine & Performing Arts present**

**Wind Ensemble  
Dr. John M. Seybert, Conductor**

Welcome.....Dr. Fred David Romines

*Amparito Roca*.....Jamie Texidor/arr. Aubrey Winter

*From Gold*.....Samuel R. Hazo  
Samuel R. Hazo, *Guest Conductor*

*Second Suite in F*.....Gustav Holst

II. Song without Words  
IV. Fantasia on the “Dargason”

*And the Music Played On*..... Brian Balmages  
2023 Upper St. Clair Bands Commission

*Pineapple Poll*.....Arthur Sullivan/arr. Mackerras & Dutoit

IV. Finale

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# Best Communities for Music Education

Upper St. Clair School District has been named among the nation's Best Communities for Music Education by the NAMM Foundation for the sixth consecutive year. Upper St. Clair is one of only 16 school districts in Allegheny County, 109 in Pennsylvania and 686 from across the country to early the distinction in 2022.



## 10 Lessons the Arts Teach

1. **The arts teach children to make good judgements about qualitative relationships.** In contrast other aspects of the curriculum in which correct answers and rules prevail, in the arts, it is judgement rather than rules that prevail.
2. **The arts teach children that problems can have more than one solution** and that questions can have more than one answer
3. **The arts celebrate multiple perspectives.** One of their large lessons is that there are many ways to see and interpret the world.
4. **The arts teach children that in complex forms of problem-solving purposes are seldom fixed but change with circumstance an opportunity.** Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.
5. **The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.** The limits of our language do not define the limits of our cognition.
6. **The arts teach students that small differences can have large effects.** The arts traffic in subtleties.
7. **The arts teach students to think through and within a material.** All art forms employ some means through which images become real.
8. **The arts help children learn to say what cannot be said.** When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words to do the job.
9. **The arts enable us to have experience we can have form no other source** and through such experience to discover the range and variety of what we are capable of feeling.
10. **The arts' position in the school curriculum symbolizes to the young what adults believe is important.**

SOURCE: Eisner, E. (2002). The Arts and Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from Ten Lessons with proper acknowledgement of its source and NAEA.

## *Wind Ensemble Personnel*

### **Flute**

\*\*Elise Parrish  
\*Libby Zavadil  
Gabbie Deep  
Hannah Del  
^Sophia Whitman

### **Oboe**

^\*Rebecca Lang

### **Clarinet**

^\*\*Lauren Tenney  
^\*Leah Henning  
Susan Liu  
Phoebe Glunt  
Natalie Cowles  
Kayla Livingston

### **Bass Clarinet**

Jeffery Zhang

### **Alto Saxophone**

\*\*Anna Makoul  
Maria Khila

### **Tenor Saxophone**

^\*\*Abby Smith  
Sandro McFarland

### **Baritone Saxophone**

\*\*Chris Hall  
Liam Mulhern

### **Trumpet**

^\*\*Gabriel Pacella  
^Carlee Santel  
Dominic Rocco  
Guo Tang  
Micah Black

### **French Horn**

^Jacob Higgs

### **Trombone**

^\*\*Brian McFerran  
^\*Ben Wasson

### **Euphonium**

Thomas Mallison

### **Tuba**

\*\*Colby Bernard  
Ellie Shanholtzer

### **Percussion**

^\*\*Isaac Bernstein  
Leo Masse  
Alex Sun  
Charlie Lawrence  
Krishna Sathya Vagheeswar  
Arman Kethavath  
Yuhong Shi  
Lylah Kateeb

*\*\*Indicates Principal*

*\*Indicates Senior*

*^Honors/District Band Member*

## *Upper St. Clair School District Profile*

Upper St. Clair School District, located 10 miles south of downtown Pittsburgh, has a strong tradition of earning local, regional and national accolades. The district's success – along with its K-12 International Baccalaureate program – has resulted in a diverse population with families from all over the world. Currently, there are more than 40 different home languages spoken in Upper St. Clair students' homes.

The district serves nearly 4,000 students in six schools, all of which have been recognized as National Blue Ribbon Schools:

- Baker Elementary School (K – grade 4)
- Eisenhower Elementary School (K – grade 4)
- Streams Elementary School (K – grade 4, International Baccalaureate)
- Boyce Middle School (grades 5 – 6, traditional and International Baccalaureate)
- Fort Couch Middle School (grades 7 – 8, traditional and International Baccalaureate)
- Upper St. Clair High School (grades 9 – 12, traditional and International Baccalaureate)

All six school campuses boast modern school facilities with significant technology infrastructure that support the latest educational advancements. All Upper St. Clair students are provided a district-issued technology device to assist with their learning. iPads are used at the elementary level and Chromebooks are issued by middle and high school students.

The district's professional staff is comprised of nearly 300 educators, 80 percent of whom hold a master's degree or above, and a support staff of more than 200 including custodians, nutrition center workers, aides, administrative support, school police and safety officers as well as maintenance and transportation personnel.

Upper St. Clair has been implementing some version of a Professional Learning Community (PLC) model since 2004 – beginning at the district's elementary schools. In 2012, the PLC model was initiated within the district's two middle schools and, subsequently, the high school initiated a PLC model during the 2016-17 school year. Within all six Upper St. Clair schools, PLC teacher teams meet on a weekly basis to discuss students as learners and to share educational best practices.

Upper St. Clair School District benefits greatly from active and meaningful parent engagement. In addition to classroom and school-wide special events, parent volunteers coordinate numerous afterschool activities that have included STEM/STEAM and robotics camps as well as chess, golf and gardening clubs. These volunteer-led opportunities provide valuable social and educational benefits to students.

The Upper St. Clair School District ranks first among Pennsylvania's 500 school districts, according to the 2022 Guide to Western Pennsylvania Schools, published by the Pittsburgh Business Times. For each of the last five years, Upper St. Clair has ascended in the state rankings. Debuting at No. 10 in 2017, the district climbed to No. 5 in 2018, No. 3 in 2019, and No. 2 in 2020.

USC is proud to have earned numerous national and regional recognition for its academic, artistic and athletic programs. In addition to being National Blue Ribbon Schools, all district schools have been recognized among the “Best” schools by U.S. News & World Report.

In addition to excelling academically, Upper St. Clair is fortunate to have a robust fine and performing arts program. For seven years in a row, Upper St. Clair School District has been named among the nation’s Best Communities for Music Education by the NAMM Foundation.

Upper St. Clair fosters a welcoming environment for all. All six schools have earned the Anti-Defamation League’s No Place for Hate designation. Implemented within the Upper St. Clair School District beginning in the fall of 2019, No Place for Hate helps incorporate anti-bias and bullying prevention resources into the district’s existing programs in order to have one consistent message of inclusivity.

For more information about Upper St. Clair School District, visit [www.uscsd.k12.pa.us](http://www.uscsd.k12.pa.us).

## Program Notes

### ***Amparito Roca* arr. Aubrey Winter**

This Spanish pasodoble march was written by Spanish bandleader and composer Jaime Texidor. The introduction and first strain are indicative of a bullfighter's music. In contrast, the gentle, lighthearted trio section takes on the character of a couple's dance, evoking the other essential element of the pasodoble. The powerful brass in the dogfight (bullfight) and the tutti texture of the maestoso section bring this piece to a grand conclusion.

*-Program Notes by Aubrey Winter*

### ***From Gold* by Samuel R. Hazo**

FROM GOLD was commissioned by Kate Myers, current Colorado music educator and former student of Frank G. Montera whom this piece memorializes and to whom it is dedicated. Mr. Montera was an amazing music educator. After beginning his career at Walsenburg High School, he was hired as Director of Bands at Palmer High School, a place that remained very special to him following his retirement. Due to the high respect he earned, Frank Montera held numerous leadership positions including Colorado Springs District 11 Music Supervisor, President of the Colorado Bandmasters and President of the Colorado Music Educators' Association. He was so beloved that he was inducted into four Halls of Fame; Colorado Bandmasters, Colorado Music Educators, Colorado High School Activities and Adams State University. He gave thousands of young people countless valuable experiences in music. At the age of 74, he passed while on his way to teach a college class. Mr. Montera's absence left a large void in the music and education communities. FROM GOLD is the tribute from those whom he moved. Its official premiere was by Mr. Montera's former band at Palmer High School in Colorado Springs, under the direction of W. Dale Crockett.

*- Program Notes by Samuel Hazo*

### ***Second Suite in F* by Gustav Holst**

The Second Suite consists of four movements, all based on specific English folk songs.

Movement II: *Song Without Words, 'I'll Love My Love'*. Holst places the fourth folk song, *I'll Love My Love*, in stark contrast to the first movement. The movement begins with a chord from French horns and moves into a solo of clarinet with oboe over a flowing accompaniment in F Dorian. The solo is then repeated by the trumpet, forming an arc of intensity. The climax of the piece is a fermata in measure 32, followed by a trumpet pickup into the final measures of the piece.

Movement IV: *Fantasia on the Dargason*. This movement is not based on any folk songs, but rather has two tunes from Playford's *Dancing Master* of 1651. The suite's finale opens with an alto saxophone solo based on the folk tune *Dargason*, a 16th century English dance tune included in the first edition of *The Dancing Master*. The fantasia continues through several variations encompassing the full capabilities of the band. The final folk tune, *Greensleeves*, is cleverly woven into the fantasia by the use of hemiolas, with *Dargason* being in 6/8

and *Greensleeves* being in 3/4. At the climax of the movement, the two competing themes are placed in competing sections. As the movement dies down, a tuba and piccolo duet forms a call back to the beginning of the suite with the competition of low and high registers.

The name 'dargason' may perhaps come from an Irish legend that tells of a monster resembling a large bear (although much of the description of the creature has been lost over time). The dargason tormented the Irish country side. During the Irish uprising of the late 18th Century, the dargason is supposed to have attacked a British camp, killing many soldiers. This tale aside, 'dargason' is more likely derived from an Anglo-Saxon word for dwarf or fairy, and the tune has been considered English (or Welsh) since at least the 16th century. It is also known as 'Sedony' (or Sedany) or 'Welsh Sedony'.

Holst later rewrote and re-scored this movement for string orchestra, as the final movement of his *St Paul's Suite* (1912), which he wrote for his music students at St Paul's Girls' School.

- *Program Notes by Imogen Holst*

### ***And the Music Played On* by Brian Balmages (2023 USC Commission Project)**

#### ***Pineapple Poll* arr. Charles Mackerras & William James Duthoit**

Sir Arthur Sullivan was the son of a military band clarinetist who was the first professor of clarinet when the Royal Military School of Music opened in England at Sandhurst in 1857. Sullivan's light operas, written to William Gilbert's libretti over about twenty-five years from 1871, delighted the public and made a fortune for both men and their impresario D'Oyly Carte.

The ballet *Pineapple Poll* is a spoof of the Gilbert and Sullivan operas. In 1950, the copyright on Sullivan's music expired. One of the first to exploit this opportunity was Sadler's Wells, who staged the ballet set exclusively to music by Sullivan, arranged by a young Charles Mackerras. During the war, Mackerras had played oboe in the pit of a Sydney theater, where they produced all of the Gilbert and Sullivan operas except for *Utopia* and *Grand Duke*, the only two not represented in the ballet.

- *Program Notes by Shawn Smith*

## *Upper St. Clair High School Wind Ensemble Faculty*

### *John M. Seybert, Director*

John M. Seybert, Ph.D., serves as the Performing Arts Curriculum Leader and Director of High School Bands in the Upper St. Clair School District. Seybert previously served as Professor and Coordinator of the Music Education Program at Seton Hill University, Greensburg, PA. He received a Doctor of Philosophy degree in music education from the Indiana University Jacobs School of Music in Bloomington, IN, with an emphasis in Music Education and minor areas of concentration in Wind Conducting and Jazz Studies. Seybert studied saxophone with Otis Murphy, Tom Walsh, and George Wolfe. He also studied conducting with Stephen Pratt and Ray Cramer. Seybert also served as the Performance Development Coordinator for the Race to the Top Performing Fine Arts Assessment Project for the state of Florida. Seybert served as Research Reviewer for the National Core Arts Standards (NCAS, 2014), President of the Florida Collegiate Music Educators Association (FCMEA), member of the Florida Music Educators' Association (FMEA) Executive Board, and Vice President of the Florida Jazz Educators Association (FJE).

In terms of professional experience, Seybert taught in nationally renowned high school and collegiate bands programs throughout the country. For example, Seybert served as Assistant Director for the Lawrence Central High School in Indianapolis, IN. The Lawrence Central High School Marching Band won consecutive Indiana State School Music Association (ISSMA) Marching Band Championships and consistently placed in the top ten of the Bands of America (BOA) National Championships during his tenure. Seybert's concert and jazz ensembles received consistent superior ratings at local, state, and national festivals. His ensembles performed for national events and state inaugurations with President George W. Bush, Condoleezza Rice, Robert Gates, and Governor Tom Ridge. Seybert's ensembles also toured internationally and performed for dignitaries such as the Prince of Monaco. He is a district consultant and clinician for bands and performing arts programs. Seybert is an adjudicator/clinician for state festivals throughout the country, including the Pennsylvania Music Educators Association (PMEA) and Florida Bandmasters Association (FBA) State Solo and Ensemble Festivals. He also serves as guest conductor for numerous district, regional, and state honor ensembles.

Seybert has been cited for "Effective Teaching and Scholarship" by Seton Hill University; "Outstanding Research and Scholarship," by the University of Oxford Round Table; "Outstanding Service to the Community" by the Florida Bandmasters Association; an "Outstanding Instructor" from the School of Education at Indiana University in Bloomington; recipient of the State of Indiana's "Top Twenty-Five Teacher Award" and the "Superintendent's Award for Excellence in Education." He has also toured internationally and performed with Chuck Magione, Bobby Shew, The Four Freshman, Chris Vadala, Michael Philip Mossman, Jamey Aebersold, Antonio Hart, among many others. Seybert has published research in *The Journal of Research in Music Education* and other peer-reviewed publications in music and education.

John and his wife Misty are the proud parents of two children, Amelia and Claire.

### ***Samuel R. Hazo, Guest Conductor***

(b. 1966) **Samuel R. Hazo** resides in Pittsburgh, Pennsylvania with his wife and children. In 2003, Mr. Hazo became the first composer in history to be awarded the winner of both composition contests sponsored by the National Band Association. In 2013, his music was an Honorable Mention for the CBDNA Composition Award. Hazo has composed for the professional, university and public school levels in addition to writing original scores for television, radio and the stage. His original symphonic compositions include performances with actors Brooke Shields, James Earl Jones, Edward Almos, and Richard Kiley. In 2013, Mr. Hazo was commissioned by the Newtown School District to compose the memorial for the children and women faculty lost in the tragedy at their Sandy Hook Elementary School. It was premiered in May of 2013 by the Hartford Symphony Orchestra and VOCE Singers performing side-by-side with the Newtown High School musicians. Mr. Hazo was also commissioned to compose Virginia Tech University's memorial following their tragic shootings in 2007. In 2012, two of Mr. Hazo's compositions were performed at the London Summer Olympic Games. On the Internet, Mr. Hazo's music has compiled over twenty million streams on YouTube. His compositions have been performed and recorded world-wide, including performances by the Tokyo Kosei Wind Orchestra, the Birmingham Symphonic Winds (UK), and the Klavier Wind Project's recordings with Eugene Migliaro Corporon. Additionally, numerous titles of Mr. Hazo's works are included in the "Teaching Music Through Performance" series of GIA publishing. He has served as composer-in-residence at Craig Kirchoff's University of Minnesota Conducting Symposium and has also been invited to lecture and conduct at over 75 universities and more than 200 high schools internationally. He is a member of ASCAP and the recipient of multiple ASCAP Plus Awards.

Samuel R. Hazo has been a music teacher at every educational grade level from kindergarten through college, including tenure as a high school and university director. He has been invited to guest conduct half of the All-State ensembles in America. Mr. Hazo was twice named "Teacher of Distinction" by the Teachers' Excellence Foundation. He received his bachelor's and master's degrees from Duquesne University where he served on the Board of Governors and was awarded as Duquesne's Outstanding Graduate in Music Education. In 2004, Mr. Hazo was elected into the Upper St. Clair High School Alumni Hall of Fame. In addition to graduating from the Upper St. Clair School District, he was also a member of the faculty.

***The USCHS Wind Ensemble would like to thank our clinicians:***

Brian Balmages, *Towson University*  
Dr. Robert Cameron, *Duquesne University*  
Harrison Collins, *Texas Christian University*  
Dr. Robert Dell, *Carnegie Mellon University*  
Paul Gerlach, *Carnegie Mellon University*  
Dr. R. Tad Greig, *Westminster University*  
Samuel R. Hazo  
Dr. Jonathon Helmick, *Slippery Rock University*  
Vince LoRusso, *Marywood University*  
Mike Kamuf, *Alfred Publishing*  
Dr. Fred David Romines, *Marywood University*  
Dr. Jason Worzbyt, *Indiana University of Pennsylvania*

***Special thanks to...***

The parents of all the students represented this afternoon for supporting Fine Arts  
Education

Our student musicians

Upper St. Clair School District Board of Education

Dr. John Rozzo, Superintendent of Schools

Ms. Amy Pfender, Assistant Superintendent

Dr. Tim Wagner, High School Principal

Dr. Dan Beck and Ms. Cara Senger, High School Assistant Principals

Ms. Char Howard, Performing Arts Administrative Assistant

***The Upper St. Clair Music Faculty***

Steven Cosnek, *Elementary General Music*

Chris Hestwood, *MS & HS Orchestras*

Tom Hunsberger, *MS Choir and General Music*

Craig Madge, *MS Band*

Lorraine Milovac, *HS Choir & AP Theory*

Don Pickell, *Elementary Band & HS Guitar*

Paul Scandrol, *Elementary Strings*

Jennifer Schetley, *MS Choir & General Music*

Jacob Schuster, *MS Band, Theory & Technology*

Sarah Shoemaker, *Elementary General Music*

Kerry Strauch, *Elementary General Music*

**Upper St. Clair Band and Orchestra Parents Association**

**Advisor:** Denise Henning

**President:** Shelby Wherry

**Vice President:** Catherine Deep

**Secretary:** Karen Goldstein

**Treasurer:** Denise Campagna

**Fundraising Chair:** Lisa Geisler

**Travel Chair:** Lisa Lawrence

**At-Large Member:** Tammy Makoul

**At-Large Member:** Kathy Mallison

**Chaperones:** Rhoda Smith & Katie Parrish

**Historians:** Jeff Henning, Diane Hall

**Membership:** Lori Mulhern, Amanda McQuillan

**Student Awards & Recognition:** Catherine Deep

**Uniforms:** Becky Weber

**Webmaster:** Jeff Henning, Linda Santel

# How Music Education Orchestrates Success: *A Guide for Parents*

- Learning to play a musical instrument helps students **build confidence**. They take pride in their achievements, both individual and as members of the ensemble.
- Students who participate in music in music education programs see music as their “social glue,” **connecting them to one another** and the wider world.
- On average, music students **score higher** on both verbal and math portions of the SAT, helping them to get into good colleges and universities.
- Students who take music lessons have **fewer drug and alcohol problems** and fewer brushes with the law.
- Music education helps in the development of 21<sup>st</sup>-century skills that employers prize, including:
  1. critical thinking and problem solving
  2. collaboration
  3. creativity
  4. initiative and self-direction
  5. leadership and responsibility

Source: [www.nafme.org](http://www.nafme.org)



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## USC Bands on the web

USC Fine & Performing Arts Department: <https://uscscd.k12.pa.us/Page/515>

USC Band Parents Association: <https://uscbpa.com>

High School: <https://uscscd.k12.pa.us/Page/13435>