MONTCLAIR STATE UNIVERSITY
2022 CHORAL FALL CONCERT

FEATURING
University Singers + Vocal Accord
Dr. Heather J. Buchanan, conductor
Steven W. Ryan, accompanist

GUEST ARTISTS
Amanda Simms ’19, Soprano

WIND SYMPHONY
Dr. Thomas McCauley, conductor

SUNDAY | OCTOBER 30 | 3PM
ALEXANDER KASSER THEATER

Jonathan Koppell
President

Junius J. Gonzales
Provost and Senior Vice President
for Academic Affairs

Daniel Gurskis
Dean, College of the Arts

Anthony Mazzocchi
Director
John J. Cali School of Music
PROGRAM

Vocal Accord

Drop, Drop Slow Tears
Orlando Gibbons

Distant Earth Renewal
Paul Smith

New Jersey Premiere Performance

Emma DiLauro, soprano; Mitchell Hernandez, tenor
Julian Dippolito, vibraphone
Jacob Seabrook, viola; Randy León, cello
Steven W. Ryan, piano

The Lily and the Rose
Bob Chilcott

Alumna Guest Artist

3 Poems of Fiona MacLeod
Charles Griffes

The Lament of Ian the Proud
They Dark Eyes to Mine
The Rose of the Night

“Che sento... Se pietá di me non senti”
from Giulio Cesare
George Frideric Handel

Amanda Simms ’19, soprano
Steven W. Ryan, pianist

University Singers

Messiah
George Frideric Handel

Surely He hath borne our griefs
And with His stripes
All we, like sheep

He trusted in God

How Can I Keep From Singing?
Arr. Gwyneth Walker
Quaker Hymn (c. 1800)
INTERMISSION

Weather

Poem Weather (2020) by Claudia Rankine

Rollo Dilworth

Greater New York Metropolitan Premiere
Dr. Thomas McCauley, conductor
Maya Henry & Omar Abdallah, speakers
University Singers
Wind Symphony
Steven W. Ryan, piano
Dr. Heather J. Buchanan, chorus master/producer

SPECIAL THANKS

• Julian Dippolito, Jacob Seabrook, and Randy León for volunteering their talents to collaborate with Vocal Accord
• Amanda Simms ’19 for sharing your artistic gift with a new generation of Red Hawks
• Dr. Marissa Silverman – sincere gratitude for profound and insightful Weather program notes
• Maya Henry, Alyssa Scano, Katie Kane, and Astrid Le for additional names assistance in “The Memorial” section of Weather
• Dr. Thomas McCauley and the Wind Symphony – thank you for being magnificent collaborators
• Rob Davidson for expert audio and video technical assistance
• Stevie Ryan – collaborative partner par excellence
• Taylor Amato (GA) and Jackie Wick (TA) – for the many things you do in support of our choral program

BIOS AND TEXTS BY QR CODE

[QR Code Image]
Weather [weth-er]

Noun—atmospheric state, whether via wind, temperature, pressure, moisture, air quality, and so forth.

Verb (used with an object)—exposed to atmospheric states and conditions; to discolor, fragment, disintegrate, split, degenerate, injure as a result of atmospheric states and conditioning.

Verb (used without an object)—to undergo change as a result of atmospheric states and conditioning; to endure and resist exposure to atmospheric states and conditioning.

The New York Times “Book Review” asked two prominent poets from the United States to respond to historic moments of 2020. Claudia Rankine was one of them, and her verse “Weather” is the result of that invitation and invocation. At a time when the country faced devastating environmental disasters and feared the gruesome heights of COVID-19, violence, too, swept our nation. Specifically, Rankine spoke up and out loud for the murder of George Floyd at the hands of the police. Paying tribute to this moment and to atrocities felt nation-wide, the “weather” in the poem illustrates more than facing atmospheric forces beyond control. Indeed, Rankine calls out persistent and consistent patterns of mistreatment, systemic racism, brutality, and injurious social fragmentations. Rankine cries, “I say weather but I mean / a form of governing that deals out death / and names it living.” She exploits environmental deprivation and so loudly declares: “I can’t breathe.”

Through Rankine’s process of reflection and anger, consonance and dissonance, alliteration and rhythmic syncopation, composer Rollo Dilworth wrote his score. Born out of a commissioning project that began at The College of New Jersey, in 2021, TCNJ premiered “Weather.” Upon the announcement of this project, Montclair State University joined the nation-wide consortium of twenty-one universities, schools, and arts organizations.

Scored for mixed chorus, speakers, and chamber winds, the work is a coming together of multiple forces, genres of music, and more. The structure of the piece is in consort with the poem; six disparate sections, namely: the meditation, marginalization, memorial, meltdown, march, and mobilization. Weaving together African American Spirituals, blues and gospel idioms, jazz structures, functions, and grooves, Dilworth notes that performers and listeners—students and professionals alike—have something to “learn from” this moment in history, from the musics that are utilized and sewn into the fabric of, not only this particular piece, but into the fabric of this nation. Because of this, the spiritual “Stand the Storm” is juxtaposed with “George Floyd” motives—alternating concert pitches of “G” and “F” flood both melodic and rhythmic lines. The names of those “unjustifiably killed” are voiced aloud during the “memorial” section. Notably, during the “marginalization,” “I can’t breathe” is sung twenty-seven times, which represents the number of times George Floyd gasped for air; conversely, during the “mobilization,” the key of C-major optimistically colors the piece’s twenty-seven beat passage in the end.

The text, the music, the instrumentation, the speakers are a call to action; they seek out and speak out to, in Rankine’s words, “disorder the disorder.” Through sitting with this specific discomfort, through a journey of discrimination, violence, and trauma, both Rankine and Dilworth’s incarnations and incantations yield hope. Thus, the layers that make up this work, and the layers that help us find meaning through our process with this work, embody the nature of artistic citizenship. How so? We show up for one another when we connect through radical empathy, when “we are here for the storm / that’s storming because what’s taken matters.”
The poem along with the music is an act of resistance; a resistance to being weathered by weather’s conditions. Instead, and as Rankine’s words call out: “We’re out / to repair the future.” Despite the traumas and devastation of the past, we are charged by the words of Rankine and the music of Dilworth to rebuild a more just world. Let’s not let atmospheric states deter us any longer.

Dr. Marissa Silverman

*Weather*

On a scrap of paper in the archive is written
*I have forgotten my umbrella.* Turns out
in a pandemic everyone, not just the philosopher,
is without. We scramble in the drought of information
held back by inside traders. Drop by Drop. Face
covering? No, yes. Social distancing? Six feet
under for underlying conditions. Black.
Just us and the blues kneeling on a neck
with the full weight of a man in blue.
Eight minutes and forty-six seconds.
In extremis, *I can’t breathe* gives way
to asphyxiation, to giving up this world,
and then *mama,* called to, a call
to protest, fire, glass, say their names, say
their names, *white silence equals violence,*
the violence of again, a militarized police
force teargassing, bullets ricochet, and civil
unrest taking it, burning it down. Whatever
contracts keep us social compel us now
to disorder the disorder. Peace. We’re out
to repair the future. There’s an umbrella
by the door, not for yesterday but for the weather
that’s here. I say weather but I mean
a form of governing that deals out death
and names it living. I say weather but I mean
a November that won’t be held off. This time
nothing, no one forgotten. We are here for the storm
that’s storming because what’s taken matters.

*Claudia Rankine*
Montclair State University Singers + Vocal Accord
Dr. Heather J. Buchanan, conductor
Steven W. Ryan, accompanist

Soprano I
Abigail Brodnick (Music Performance – Voice)
Deonia Conquest (Music Education – Voice)
Sailor DeRito (Music Education – Voice)
*Emma DiLauro (Music Education – Voice)
Maya Henry (Music Performance -Voice)
Shannon Leff (Music Education – Voice)
Maeve Marron (Music Education – Voice)
Brooke Raughton (Undeclared)
Thalia Suleymanov (Music Performance – Voice)

Soprano II
^Taylor Amato (MM Performance – Voice)
Eliza ArNONE (Music Education – Voice)
Cristina Clare (Music Education – Voice)
Dillan Dabice (Music Education – Voice)
Marla Gordon (Music Therapy – Voice)
Julia Krempasky (Music Education – Voice)
Sabina Kunze (Music Education – Voice)
Marissa Marciano (Family Sci.+ Human Dev.)
+Christine Tanko (Music Education – Voice)
Ava Youngreen (Music Therapy – Voice)

Alto I
Inessa Accilien (Music Therapy – Voice)
Emily Arleo (Music Therapy – Voice)
Anastasia Baker (Music Education – Voice)
Sabrina Cantatore (Music Therapy – Voice)
*Mackenzie Conaway (Music Education – Voice)
Alianna Davis (Music Therapy – Voice)
Camryn Dewar (MM Performance - Voice)
Gabrielle Guida (Music Performance– Voice)
Emily Hicken (Music Therapy – Voice)
Melissa Hughes (Music Education – Voice)
April Kachnic (Music Therapy - Voice)
Cristina Latino (MBA)
^Jackie Wick (MM Performance – Voice)
Abbie Wiedemann (Music Therapy – Voice)

Alto II
Allie Blanchard (Music Therapy – Voice )
Gabby Cintron (Music Education – Voice)
Laurel Cousineau (Psychology)
Samantha Gerbrick (Political Science)
Emma Gunther (Music Therapy – Voice)
Jasmine Jones (Music Education - Voice)
Arianna Joseph (Music Education– Voice)
Katie Kane (Theatre Education)
Astrid Le (Undeclared)
Alexa Tabbacchino (Recording Arts & Prod - Voice)
Alex Vandermaas (Music Education – Voice)

Tenor I
Mitchell Hernandez (MM Composition)
*Dylan Kozlak (Music Education - Voice)
Michael Motttram (Musical Theatre)
Samuel Sanchez (Undeclared)
Nicholas Scafuto (Music Education - Voice)
Skyler Westling (Music Education – Voice)

Tenor II
Joey Cooper (Musical Theatre)
Kyle Kennedy (English Education/MAT Dual Cert)
Justin McBurney (MM Performance – Voice)
Tim Nuzzetti (Music Education -Percussion)
#Nate Robin (Music Education – Piano)
Griffin Shoemaker (Musical Theatre)
Benjamin Silvesti (Music Education – Voice)

High Baritone
Omar Abdallah (Music Education - Voice)
Rashaun Ashley (Music Performance – Voice)
Adrian Capellan (Music Therapy - Voice)
Kevin Gilroy (Linguistics)
*Harrison Smith (Musical Theater + Linguistics)
Joey Staltari (Music Education – Voice)
#Christopher Vehmas (Music Education – Piano + Voice)

Bass-Low Baritone
Ryan Avallone (Computer Science)
RJ Chandler (Math)
#Chris D’Amato (Music Education – Piano)
David Iarkowski (Economics)
Sean Johnson (Music Education – Voice)
Ian Kearney (Music Composition)
Chisom Maduakor (Music Performance - Voice)
Julio Santiago (Music Education – Voice)

^ - Graduate Assistant   ^^ Teaching Assistant   Vocal Accord   * - Section Leader   + - Manager   #Student Accompanist
MONTCLAIR STATE WIND SYMPOPHY

Dr. Thomas McCauley, conductor

**Flute**
Jacob Medina
Nava Payandeh

**Oboe**
Olivia Dorschell

**Bassoon**
Gregory Morton
Pilar Boucher

**Clarinet**
Matt Rosen
Katherine Breeden
Colin Merkovsky

**Bass Clarinet**
Ben Adelberg

**Saxophones**
Lucas Harvey
Stephen Schwarz
John Demkowicz
Giovanna Limaldi

**Double Bass**
JP Bernabe

**Horn**
Annika Ross
Sheldon Senek
Ryan Ward

**Trumpet**
Bryce Grier
Rick Roberts
Stephanie Parmalee

**Trombone**
Natalie Shields
Ryan Haupt
Matt Veal

**Euphonium**
Alyssa Scano

**Tuba**
JT Adinolfi

**Percussion**
Jack Powers
Tim Nuzzetti
Max Tripodi
Julian Dippolitto
Hanna D’elia
The Cali School of Music at Montclair State University aims to create dynamic and comprehensive pathways to higher education and careers in music for talented student musicians from under-represented backgrounds.

For more information or to nominate a student:
www.montclair.edu/music/pathways

Through the generosity of our donors, the Cali School will ensure that these students have the educational and musical resources to advance their goals. This support may include:

- Acquisition of a musical instrument
- Private instruction
- Master classes and workshops
- Mentoring
- Tuition aid to summer camps
- On-campus activities at MSU
- Travel expenses to and from instruction
- Full tuition remission to the Cali School of Music

Goal
Identify young motivated students and assist them in breaking down the barriers that may otherwise preclude them from achieving their full musical potential.

Donate today!