

A high-speed photograph of a water droplet falling into a pool of water. The droplet is captured mid-fall, just above the surface, with a smaller droplet above it. The impact has created a large, shallow splash with concentric ripples. The lighting is dramatic, highlighting the transparency and curvature of the water droplets against a dark background.

Case for Support

**String Quartet
Residency Program**

A Program to Enrich, Enhance, and Enable the Lives of Our Students and Our Community

A Ground-Breaking Project

Midsummer's Music of Door County, the Fine Arts Institute at East High in Green Bay, and St. Norbert College in De Pere, are launching a ground-breaking project to enhance student learning and academic achievement through increased exposure to—and participation in—music.

**"Music gives a soul to the universe,
wings to the mind,
flight to the imagination
and life to everything."**

Plato

**"If I had not studied music,
there would be no Macintosh computers
today."**

Jef Raskin

**"If I were not a physicist,
I would probably be a musician.**

I often think in music.

I live my daydreams in music.

I see my life in terms of music."

Albert Einstein

Providing Opportunities to Succeed

Today's young people, because of visual technology, are becoming ever more reliant on their eyes to the exclusion of their other senses. This visual overstimulation is creating potential nervous system and psychological problems. But just as concerning, it is also resulting in an alarming decline in aural capacity that is leading to the lack of development of important neuronal pathways needed for future complex problem solving.

To address this situation and to give our children the best opportunity to succeed, Midsummer's Music, the Fine Arts Institute at East High and St. Norbert College are seeking support for a three-year program to embed a Resident String Quartet – a professional chamber music ensemble – into the classrooms of schools throughout Door and Brown Counties. Not only will these musicians introduce students to the foundations of western classical musical art, they will demonstrate and engage students in the following:

- **Problem Solving:** How do you learn a new piece ... how do you break it down and then practice? Ways of learning.
- **Team Work:** Critical life skills such as listening ... being the leader and/or being the follower – perceptivity.
- **Dedication to excellence.**
- **Creativity.**
- **Mathematical concepts.** Music is math.



Problem Solving: Even with the aid of an expert teacher and other activities, musicians must be able to work extensively on their own. Independently, they must approach a piece of music with the intent to deal with its challenges. Some aspects of the work may be well within the student's ability. Other parts less comprehensible may need to be investigated and rehearsed systematically to conquer. At lower levels of ability, this means creating and devising habits that allow for the eventual accurate representation of the printed music. At higher levels, it adds the question of expression and the intent of the composer. When the individual musician joins with others the next item comes into play.



Music performance develops pathways in the brain that can also aid in other complex problem-solving activities.

Team Work: Most musical performance involves working with others. Even the rare solo musician finds himself in circumstances where he must work with others.

This means that all the concepts detailed above now must be coordinated with fellow performers. Not only does one have to play the correct pitch as one perceives it, but it must match the other players.

The same is true of rhythm. The musicians must concur on the tempo of the work. When to get louder or softer, when to speed up or slow down, the relative length of notes, and the emphasis of certain parts are but a few of the issues that must be agreed upon and executed accordingly.

A conductor can dictate some solutions, but it is the player who is responsible for the necessary execution. The infinitesimal number of details that must be coordinated in a successful performance is far beyond the ability of a conductor to control. This plethora of detail is what the individual musicians manage in concert with their colleagues.

In short, it requires an exquisite degree of give-and-take. Within this complicated texture is the question of whether one has a more or less important part than the others. This requires not only knowing this, but also being able to respond to it. Some of this is made easier with a conductor participating.

Without a conductor, as in the case of chamber music, the teamwork coefficient is expanded dramatically where all such decisions must be agreed upon in a democratic fashion.



Talent alone is insufficient. The reward in becoming accomplished as a musician is directly related to the degree of dedication and discipline.

Dedication and Discipline: To make progress and to be successful in music requires dedication. It requires the acquisition of good habits and choices leading to good management of time. The reward in becoming accomplished as a musician is directly related to the degree of dedication and discipline. Talent alone is insufficient. And while being involved with others in music making as a social activity is enjoyable, music is somewhat like golf. Regardless of who else is involved, our own performance is a key component. When all is said and done, we ourselves are the key gauges of success. We play against ourselves.



Students are often comfortable in many things with doing just what is necessary to get by. In fact, the prospect of trying one's very best to see what that might lead to can be quite frightening. "What if I try my hardest and I don't succeed?" is a mindset that teachers frequently encounter. Music encourages this question to be confronted, and that life lesson can easily be applied to other endeavors.

From composing, to performing, to listening, involvement with good music is a direct encounter with the creative process.

Creativity: “What is this work all about?”

“What is the composer trying to say?”

“What is the best way to practice or rehearse this composition so that it will be effective?”

“Are there multiple approaches to performing this work?”

“Where will the performance of this piece be particularly effective or what other compositions might work well with it on a program?”



These are but a few of the questions musicians deal with on a regular basis that require imagination and sensitivity. The creation of a meaningful work of art solely out of sound is creativity personified. From composing, to performing, to listening, involvement with good music is a direct encounter with the creative process.



Mathematical Concepts: Music is mathematically based. Rhythm is proportional. It requires relating, subdividing, or combining different time values in ways that make mathematical and artistic sense. The pitches used in music are also proportional. If the number of vibrations per second of one pitch is doubled, an octave results (at a ratio of 1:2). A ratio of 2:3 provides the interval of a 5th, and 3:4 results in the interval of a 4th. These ratios, and many more, provide the foundation for the harmonic and melodic systems used in all music.

Math is learned in layers. We learn to add, then to subtract. These skills are prerequisite for learning multiplication, which in turn is integral to learning long division. These skills eventually lead to higher mathematical thinking in algebra, trigonometry, and calculus, but only in direct proportion to the mastery of the previous levels.

Similarly, music is learned in layers. Mastery of the basics of rhythm and individual pitches leads to the ability to create or replicate simple melodies. This, in turn, allows for one musician to play with others, but only once all have learned the fundamentals. From this point, higher levels of musical and artistic expression become possible based on higher levels of learned and sublimated skills. Eventually an extremely high degree of musical communication is possible involving phrasing, expression, mood, articulation, and nuance in direct proportion to the various levels of achievement already mastered. A high level of musical performance is extremely complex, and brain studies have shown that such activity simultaneously lights up a very high percentage of brain areas indicating that numerous multiple parallel functions are occurring simultaneously.

Students in elementary schools with superior music education programs scored 22% higher in English and 20% higher in math on standardized tests, than schools with low-quality music programs, regardless of socioeconomic disparities. (2007 study by Christopher Johnson)

In the end, the goal of the project is to have all students perform at higher academic levels. To do this, they must think creatively and be able to negotiate complexity. As we will share in the next section, music is one of the best ways to teach these important life-long learning skills.

The Science of Music and Learning

Studies have shown that participation in music at a young age helps develop multiple pathways of neurons. These multiple pathways are used simultaneously in solving complex problems that require the balancing of a variety of inputs. It appears that music aids in the development and refinement of greater numbers of pathways used in complex problem solving.

Music is a powerful tool in training the brain for future complex thinking that is increasingly required to succeed in today's STEM related careers.

Music has been described as a *catalyst* for advanced thinking. Education without music has been described as a *ladder without rungs*, and most importantly, *music is a complex abstraction that everyone can understand*. Music is a powerful tool in training the brain for future complex thinking that is increasingly required to succeed in today's STEM related careers. This makes sense because music itself requires the simultaneous input from so many sources at the same time, and the higher the level of performance, the more pathways are required to be managed, utilized, and synchronized.

One of the things that makes the human brain unique is its ability to use parallel tracks in processing. The computer, on the other hand, is far superior at serial computation involving successive calculations in a single stream. It can remember information and process bits of that information, one after the other, at the speed of light with tremendous exactitude. By comparison, humans are extremely slow at this and relatively inaccurate.

Music performance develops pathways in the brain that can also aid in other complex problem-solving activities. Additionally, engaged listening to music of a high caliber allows the listener to enjoy, participate in, and experience complex problem solving via a beautiful and compelling work of audio art.

“If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.” Albert Einstein

In addition, numerous studies have shown that music study has a positive effect on cognitive, emotional, and social development.¹ It enhances neural connectivity development² and can assist at-risk students and students with certain learning disabilities.³ Music provides a pathway for development of an important part of the brain that is difficult to reach in any other way.⁴ ***Isn't it time we gave our students an opportunity to think like Einstein?***



¹ Ellen Dissanayake, *Art and Intimacy*, Seattle and London: University of Washington Press, 2000

² Aniruddh D. Patel, *Music, Language, and the Brain*, Oxford and New York: Oxford University Press, 2008

³ Oliver Sachs, *Musicophilia: Tales of Music and the Brain*, New York and Toronto: Alfred A. Knopf, 2007

⁴ Michael A. Arbib, ed., *Language, Music, and the Brain: A Mysterious Relationship*, Cambridge, MA and London, England: The MIT Press, 2013

Key Elements of Proposed Program

On April 9, 2015, the Green Bay Symphony played its last concert, and the area lost a vital professional musical force that had existed for over 100 years. Around the same time, Door County lost a nascent string program that had, at one time, involved more than 60 students. This proposed program addresses the gap created by these cultural losses and starts to rebuild by focusing on basic education and the role that music can play in developing the intellectual capacity of children and in stimulating culturally those who are older.

This String Quartet Residency Program offers a ground-breaking approach that could also serve as a model in other communities. The quartet's activities will focus on the schools as well as the greater community. Additional performances and presentations within the community at large will allow for the engagement with other groups and the creation of larger ensembles. These activities will be designed to create interest, build support, and engender appreciation for a core component in our community's cultural firmament.



Green Bay Activities

The quartet residency will support the new Integrated Arts curriculum to be established in the fall of 2018 at Washington Middle School (6-8). This program will support and enrich the final and essential link between the program established at Webster Elementary School (K-5) three years ago and the continuing program at East High School, which originated in 2011, thus providing a seamless link from K-12.

The quartet will interact in the classroom with students and current faculty, and provide school and community performances and master classes, in alignment with the District's Fine Arts mission.

St. Norbert College is initiating a string program in Fall 2018 to complement its existing instrumental and orchestral program. The quartet members will give residency programs and master class presentations. They will also provide private music lessons and master classes at the Music Academy and Youth Orchestra programs affiliated with St. Norbert.



Door County Activities

In Door County the quartet program will face a different challenge due to the current lack of string programs. Midsummer's Music will use the members of the quartet to recruit and teach middle school string students in individual instruction and chamber music ensembles, eventually providing a robust string program of various ensembles. These activities are meant to fill out and supplement existing music programs.

A secondary goal in Door County will be to use the Quartet for classroom enrichment in a variety of subjects as requested by individual teachers and as appropriate for the subject matter. In this way, students not involved in the string instruction will be exposed to music in an educationally integrated way. Some of the activities of the quartet will include:

- Performances at school assemblies
- Children's library workshops; relating music to stories and creating musical narratives
- Classroom talks and demonstrations; working with school subject material
- Master classes for pre-formed ensembles
- Instrument petting zoos; hands-on introduction to the instruments
- Children's museums; music in the life of different ages and places

It is also anticipated that the quartet will work beyond the schools by doing performances and informal activities such as:

- Museum presentations
- Library collaborations
- Community festivals
- Calendar events of historical significance
- Church performances and presentations
- Restaurant appearances
- Workshops at continuing education centers and retreat facilities

Program Financials

Expenses:	2018	2019	2020
Quartet Member Salaries	\$120,000	\$124,000	\$125,000
Benefits (FICA, Medicare, etc.)	\$15,000	\$17,500	\$18,500
Music & instruments for students	\$5,000	\$2,500	\$2,500
Travel	\$2,000	\$2,000	\$2,000
Administration	\$20,000	\$20,000	\$20,000
Miscellaneous	\$1,500	\$1,500	\$1,500
TOTAL	\$163,500	\$167,500	\$169,500

Income:	2018	2019	2020
Private Donations, Program Partners, and Administration	\$165,000	\$172,000	\$178,000



Midsummer's Music

Midsummer's Music was founded 28 years ago to present a summer chamber music festival in Door County and beyond. From five performances in its first year, Midsummer's Music now presents over forty concerts in at least six months of the year. These concerts include those produced by the organization in the summer months and presentation of additional groups such as the Pro Arte String Quartet, the Hunt Quartet, the Madison Bach Musicians, and the Chicago Early Music Consort at other times during the year.

Midsummer's Music also has been extensively involved in education and outreach by performing youth concerts, presenting school concerts and master classes, and discussion on music for all ages. Virtually all the members of the Midsummer's Music family have extensive backgrounds in music education around the country. Midsummer's Music also has several directors on its board who are experienced music educators.

During the past 28 years, Midsummer's Music has appeared on Wisconsin Public Radio, WFMT Radio in Chicago, and has released four compact disc recordings. Midsummer's Music has also partnered with a wide variety of organizations in special projects over the years including: The YMCA, Ridges Sanctuary, HELP of Door County, The Clearing, Write On Door County, The Door County Land Trust, and many more.

Midsummer's Music has an annual budget of over \$300,000 and an endowment administered by the Door County Community Foundation of approximately \$750,000. Midsummer's Music owns its own offices at 10568 Country Walk Drive, Suite 109, Sister Bay, Wisconsin.



St. Norbert College Music Department

St. Norbert College, located in De Pere, Wisconsin, is one of the upper mid-west's leading liberal arts colleges. The college has a comprehensive music program that offers bachelor degrees in one of three concentrations:

- Music Education
- Music Performance
- Liberal Arts with a Music Emphasis

The college also has a significant tradition of using music as an outreach to the community. The Dudley Birder Chorale and Summer Music Theatre have been staples for the active participation and enjoyment of the arts in the Greater Green Bay Community for over 40 years and recently the college has become the home of the Green Bay Youth Orchestra program. The youth orchestra is a comprehensive offering of large group, ensemble and individual music coaching. At St. Norbert College, Dr. Michael Rosewall, Associate Academic Dean and Professor of Music is the liaison.



Fine Arts Institute at East High

The Fine Arts Institute at East High (FAI) in Green Bay was founded in 2011. FAI provides students a robust program in the fine arts, which includes private study under master teachers and artists, academic credit for study in the arts, and numerous performance and enrichment opportunities within the school and throughout the community. Three years ago fine arts programs were further expanded in the District with the implementation of an Integrated Arts curriculum at Webster Elementary School (K-5). In the fall of 2018 new pathways will be implemented at Washington Middle School (6-8) to support and enrich the essential link between the early grades and East High School.



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The Quartet will be an integral part of this effort to create a sustainable fine arts program at this school and to support the Integrated Arts curriculum already in place at the elementary school. The Quartet will interact in the classroom with students and current faculty, and provide school and community performances and master classes, in alignment with the District's Fine Arts mission and that of the Fine Arts Institute at East High, Inc., a 501(c)(3) established in support of said programs. The liaison between the Quartet, Green Bay Area Public Schools and the FAI non-profit is Dr. Mary Frantz, Board President.

Program Administration

The overall residency program will be coordinated and led by Midsummer's Music. Specifically, **Dr. Allyson Fleck** will be responsible for the program's development and implementation. In addition to being the Executive Director of Midsummer's Music, she has extensive experience in developing, directing and participating in youth string programs in Atlanta and Colorado. She holds a DMA from the University of Wisconsin-Madison and has been a member of the faculties of Beloit College, Ripon College and Kennesaw State University.



The program will also receive significant input from **James T. Berkenstock, Ph.D.**, founder and Artistic Director of Midsummer's Music.

Resident String Quartet Personnel

Each member of the Resident String Quartet has advanced degrees and significant professional experience, both as teachers and performers. Furthermore, they bring to this residency passion, commitment, and the desire to see their quartet become a cultural cornerstone in the Northeastern Wisconsin area.

Roy Meyer, Violin. Roy Meyer began violin studies at 4 years old with Kyoko Fuller at the American Suzuki Talent Education Center (ASTEC) in Stevens Point, Wisconsin. Roy went on to pursue a Bachelor of Music in violin performance at University of Wisconsin-Madison and continued his education earning a Masters of Music at University of South Florida in Tampa, Florida. At New York University, he pursued a certificate in advance string studies before settling in Chicago. Roy's primary teachers have included: David Perry, Carolyn Stuart, Gregory Fulkerson, Naoko Tanaka, and Laurie Hamilton.

As an educator, Roy has conducted violin master classes at the Apollo Music Festival, the University of Wisconsin-Oshkosh, Virginia Tech, SUNY New Paltz, Indiana State University, and the Aber Suzuki Center on campus at the University of Wisconsin-Stevens Point. Roy also served as visiting professor of violin at Illinois Wesleyan University in 2018.

With an especially passionate nature for orchestral repertoire, Roy has been Concertmaster of the Illinois Symphony Orchestra since 2015 and is a frequent substitute violinist with the Sarasota Orchestra, and Chicago Philharmonic. As a chamber musician, Roy enjoys maintaining musical relationships with friends and performing at the Apollo Music Festival in Houston, Minnesota, and at the Illinois Chamber Music Festival in Bloomington, Illinois. Film credits include: Amazon Prime's "Mozart in the Jungle".



Vinicius Sant' Ana, Violin. In 2018, Vinicius Sant'Ana earned his Masters of Music degree at the University of Wisconsin-Madison under the guidance of Dr. Soh-Hyun Altino. In 2016, he received his Bachelor of Music degree from the University of North Dakota, where he studied with the Argentinian violinist Alejandro Drago.



As an educator, Vinicius served as a violin teacher for four years at Arioso School of Music and the Northern Valley Youth Orchestras program, where he provided group and individual lessons during his studies in Grand Forks, North Dakota. While pursuing his Master's degree at the University of Wisconsin-Madison, Vinicius's Hunt Quartet Teaching Assistantship included the Madison Symphony Orchestra's Up Close & Musical® program, where the quartet makes regular visits to Dane County elementary schools, introducing K-3 students to the basic elements of music. Vinicius has been teaching private violin lessons since 2007.

As a member of The University of North Dakota String Quartet and the Red River Trio, Vinicius toured China, Japan, Czech Republic, Brazil, and the United States. Mr. Sant'Ana is also the recipient of several awards including Sao Paulo Young Artist Competition, Grand Forks Symphony Competition, and Bismarck Symphony Competition. Active as an orchestra musician, Vinicius performs regularly with the Dubuque Symphony Orchestra and the La Crosse Symphony Orchestra and has performed with leading Brazilian orchestras such as the Brazilian Symphony Orchestra, Mato Grosso Symphony Orchestra, and Municipal Theater Orchestra of São Paulo. As a concertmaster of the Pão de Açúcar Chamber Orchestra from 2007 to 2012, Vinicius played in major concert halls of Brazil and abroad. During Fall 2014, Vinicius was invited by the Pão de Açúcar Chamber Orchestra to play as a soloist and concertmaster in their debut at Carnegie Hall, New York.

Blakeley Menghini, Viola. Blakeley Menghini is a 2018 graduate of the University of Wisconsin-Madison Mead Witter School of Music, where she studied viola with Sally Chisholm. While earning her Doctor of Musical Arts, Blakeley was a member of the Hunt Quartet, a competitive graduate group that focused on both formal performances and educational concerts for children through the Madison Symphony Orchestra's Up Close and Musical program.

During her studies she also held a private studio in Madison and served as adjunct professor of viola and violin at Beloit College. Before moving to Wisconsin, Blakeley wrote and taught a Music Appreciation curriculum for the Lahr-Well Academy, a private K-12 school in Edwardsville, Illinois, and served as adjunct professor of violin and viola at Greenville University where she also directed the school's Chamber Orchestra.

Blakeley has performed in master classes with Alban Gerhardt, Nobuko Imai, Laurie Smukler, the St. Lawrence Quartet, and the Arianna Quartet. She has participated in the Arianna Chamber Music Festival, the Northern Lights Chamber Music Festival, and the Token Creek Chamber Music Festival. Blakeley's past teachers include Victoria Voumard (Greenville University, BA) and Tony Devroye (Northern Illinois University, MM and PC).





Ryan Louie, Cello. Mr. Louie is a sought-after chamber musician, orchestral player and music educator. Throughout his career, he has performed in England, Germany, Holland, Italy, Japan, Korea and, most recently, Switzerland and Taiwan, in renowned venues such as Alice Tully Hall, Carnegie Hall, the National Concert Hall of Taipei, Severance Hall, Suntory Hall, and Weill Recital Hall.

In conjunction with his private teaching studio, he has also been on the faculties of City Music Kids in Cleveland, the Chamber Music Connection in Columbus, and the Aurora School of Music in Aurora, Ohio.

Ryan has garnered awards such as the Cleveland Cello Society Agnew Bach Prize, Marion Feldman Scholarship at the Manhattan School of Music, Long Island Arts Alliance Scholar-Artist Award of Excellence, the Associated Music Teacher's League Henry Levine and Blanche S. Levy Award, the Mary and George Wilkins Memorial Cello Scholarship at

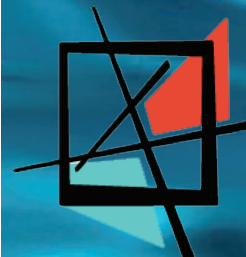
Carnegie Mellon University, the Max Pirani Prize, the Wolfe Wolfensohn String Quartet Prize, and the Bache Fund at the Royal Academy of Music in London.

Ryan has participated in the Amsterdam Cello Biennale, Caroga Lake Music Festival, Cello Akademie Rüttesheim, Great Mountain Music Festival in Pyeong Chang, Pacific Music Festival, and Palazzo Ricci Montepulciano Festival.

Born in Queens, New York, Ryan began studying the cello at age ten. He has completed degrees at Carnegie Mellon University and the Cleveland Institute of Music. His teachers include Mark Kosower, Dr. Melissa Kraut, Anne Martindale Williams, and Marion Feldman. Ryan has also studied at the Manhattan School of Music and Royal Academy of Music in London. Throughout his time in Ohio, Ryan has performed regularly with the Akron, Canton, and Toledo Symphony orchestras.

Notes:

**For additional information:
Please call Midsummer's Music at 920-854-7088, or email midsummersmusic@gmail.com.**



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