

PRINCETON SYMPHONY ORCHESTRA  
ROSSEN MILANOV, MUSIC DIRECTOR

2024-2025

***PSO BRAVO!***

**Listen Up!**

June  
2025 Creative Responses to  
Viet Cuong's *Re(new)al*



## Creative responses to Viet Cuong's *Re(new)al*

Talented middle school students attended the Princeton Symphony Orchestra's Saturday, March 8, 2025 concert. They listened attentively to the PSO's performance of Viet Cuong's *Re(new)al*, a concerto for percussion quartet performed by Sō Percussion members Jason Treuting, Adam Sliwinski, Josh Quillen, and Eric Cha-Beach, conducted by Rossen Milanov. These PSO BRAVO! *Listen Up!* student writers and visual artists were invited to respond freely or consider prompts relating to the work, the musical styles exhibited, and the experience of attending and listening to a live musical performance.

The *Listen Up!* exhibition was on display during the PSO's 2025 Princeton Festival which ran from June 6-21.

**Thank you to the following teachers who supported and coordinated their students' participation in *Listen Up!* 2024-25:**

Melissa Mack, Cambridge School  
Dylan Fruh, Princeton Friends School  
Doug Bornheoft, Ranney School  
Madeleine McCarthy, Ranney School  
Rachel McCarthy, Ranney School

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The Princeton Symphony Orchestra (PSO) is grateful to teaching artist April Zay and composer and clarinetist Derek Bermel for leading an inspiring and productive workshop. The Arts Council of Princeton's (ACP) longtime partnership support is greatly valued.





## Listen Up! Workshop

During the 2024-25 season, the PSO hosted its eighth Listen Up! workshop. On March 7, Listen Up! participants came to the Arts Council of Princeton (ACP), met composer and clarinetist Derek Bermel, and discussed and listened to the styles, characters, and emotions in Viet Cuong's piece *Water, Wine, Brandy, Brine*. The composition, which featured Sō Percussion using crystal water glasses to create sounds, was the inspiration for Cuong's later work *Re(new)al*. Instructor April Zay highlighted well-known visual artists who have created works in response to music, and guided the students in their artistic reflections.







### ***A Necessary Renewal***

**Charlotte Elga**

**Grade—Princeton Friends School**

**Dylan Fruh, Teacher**

**Acrylic paint and glass beads**

*This art piece and the accompanying poem focus on the “water” part of renewable energy, both literally and metaphorically. The art depicts a droplet of water, a swirl of a flooding wave, and droplets draping and reaching across the composition. I heard the gentle but powerful glasses lifting together, and thought of the power of change. As the rhythms built, I saw a single voice, to four, to the whole orchestra moving together. I used acrylics on canvas for this, as well as glass beads. Water is a metaphor for the change that this generation can bring. The world seems dark, but movements before us are slowly building up pressure. If we all work together, we can flood this world with a necessary renewal of good.*





## **Ocean Eyes**

**Anaya Sharma**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Colored pencil**

*Ocean Eyes explores the quiet power of truth and imagination. Inspired by the natural beauty and movement in Sō Percussion's Re(new)al, performed by the Princeton Symphony Orchestra, this piece reflects how energy, both emotional and environmental, can be soft, flowing, and full of tranquility. As I sat in the audience, I closed my eyes and visualized looking into a calm sea, watching the waves move back and forth, the sun rising in the distance. I felt like the softness was perfectly orchestrated with a quiet kind of chaos, which reminded me of the ocean. The eye becomes more than a mirror reflecting the world before it; it becomes a space where the line between dreams and reality blurs until you can't distinguish which is which. The ocean, the horizon, the still gaze; the elements of this piece create a world where calm lives and where, even in truth, there is still room to dream.*





### **Colors**

**Peyton Torpey**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**Acrylic on canvas**

*When I listened to Re(new)al performed by Sō Percussion the first movement was about “Hydro.” I resemble the “Hydro” by using the colors I heard in the music, green and white. The second movement was “Wind” and I used colors, orange, yellow and red with a little bit of gold. For the last movement, I used colors that I heard in the music which were purple, a little bit of silver and some and blue. I connected them all together by adding triangles and different kinds of shapes on the canvas to resemble all of them. I really like doing this project because I liked how we were able to listen to music and put it into our imaginations and our creations.*





### ***Drizzle***

**Dorothy Horst**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**Acrylic and glitter on canvas**

*While listening to Re(new)al performed by Sō Percussion I imagined different images. During “Hydro” I imagined water. I painted with purple, blue acrylic paint and silver to represent sea foam. While listening to the movement of “Wind” I imagined vibrant colors, yellow, red, pink and gold glitter. While listening to the movement “Solar” I imagined a rainstorm with the sun shining through the last bit of drizzle. The glitter represents the difference in the movements. I loved using my imagination while designing this piece.*



## **Whirlwind**

**Katya Grinbukh**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Mixed media**

*This piece, Whirlwind, was made out of scrapped and reused pieces of watercolor paper, with cool and warm hues of watercolor. The yellow scraps in the middle of the piece were taken from old pieces that I kept to reuse for a later project, and I thought that it would be a good idea, especially since the general topic inspiring the music, Re(new)al, by Sō Percussion and the Princeton Symphony Orchestra, I listened to was reducing waste. Among other things, I connected two of the three song names, "Hydro" and "Solar," and used it as inspiration for the rest of the piece. For "Hydro," it just felt right to use watercolor, and I made sure to use as little water as possible, by blow-drying and turning the page at different angles. This method was only used for the blue parts, because I felt like the piece needed a color that contrasted against the yellow. Metaphorically, the blue scraps represent waste and overconsumption and how it's affecting the planet we live on, but the yellow scraps are what the blue scraps once were, making the environment clean and reducing waste.*







### ***Loud Peace***

**James Carabelli**

**Grade 8—Princeton Friends School**

**Dylan Fruh, Teacher**

**Acrylic paints**

*While working on this painting, I felt calm. There was a sense of peace throughout the song, even at the louder parts. I knew from the start that I wanted to do a spiral at the center. I'm not exactly sure why, but something in my mind connected the sound of the glasses hitting together with a spiral. Each color represents a different part of the song. The blue spiral represents the water moving around in the glasses, the red represents the louder parts of the song, and the black represents the calmness of the song. The glasses were definitely my favorite part of the whole song. The sound it makes is just so calming. I also like the uniqueness of the glasses. I had never seen glasses filled with water used as a musical instrument until I heard it in this song.*



***The Last Journey***

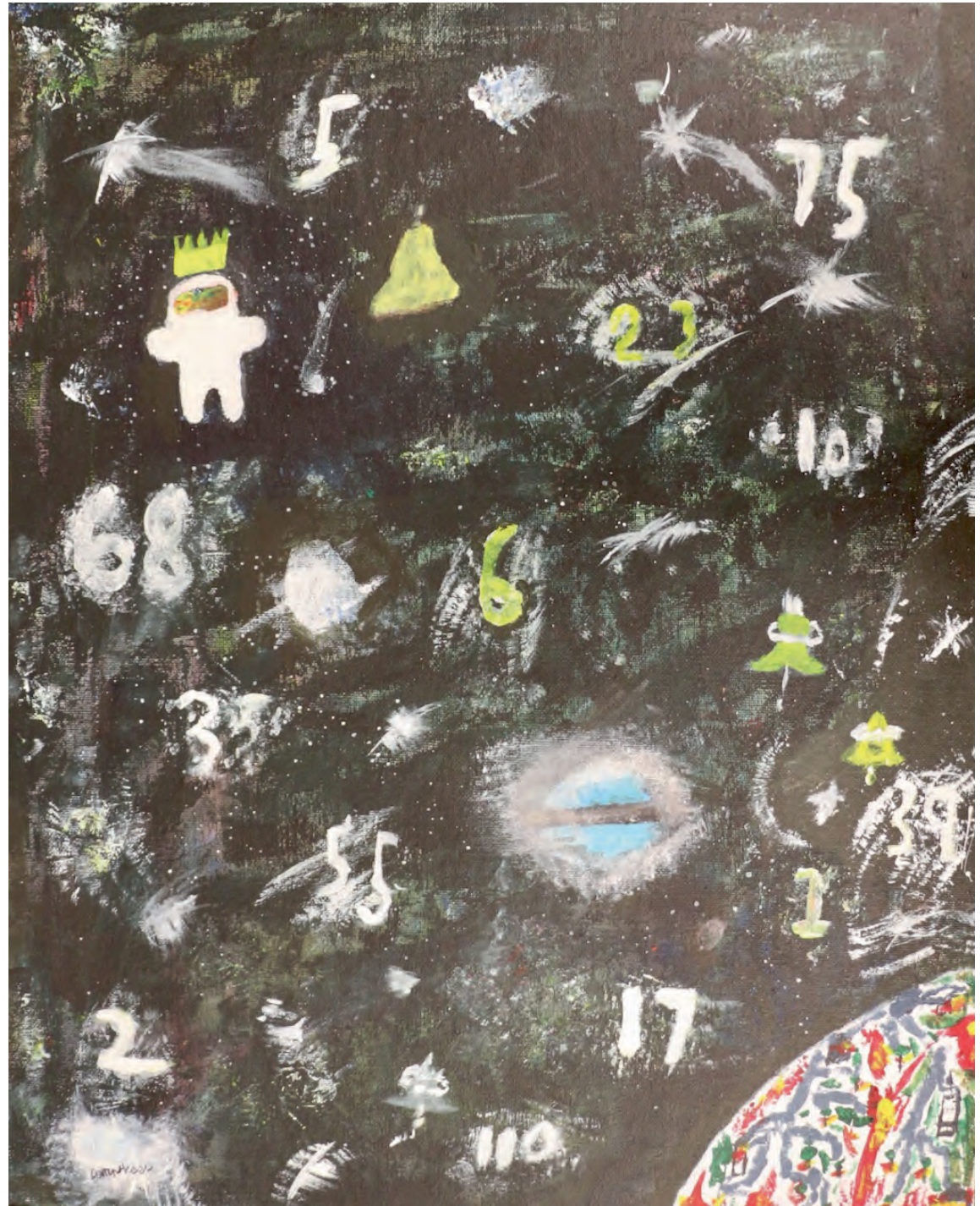
**Darren Hedden**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Paint**

*My artwork is an interesting piece that illustrates what I thought about when listening to Re(new)al performed by the Princeton Symphony and Sō Percussion. It is about a lonely astronaut taking his last glimpse at a broken and fiery destroyed earth before he chooses to find a new home, just like how the rhythm and beat would change so often with all the different instruments jumping in and out of the song. But also, when I listened to it, it felt like time didn't matter, and that I was just flying through time, and that is what my painting portrays.*







***Lost in Time***

**Miles Serrapica**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Paint**

*This piece of artwork is meant to feel like being lost in time. I created it to capture a moment where everything felt like it paused—a feeling I experienced while listening to Re(new)al that inspired it. In that moment, time didn't seem to move forward or backward; it just stood still. I wanted the viewer to feel that same suspension, as if they, too, were caught in a moment where time had no meaning. I chose the color purple intentionally because of its vibrancy and emotional depth. Purple stands out boldly on the canvas, commanding attention while also conveying a sense of mystery. It's a color that feels timeless, which aligns with the concept of the artwork.*





### ***Eternal Interval***

**Leah Fleishmakher**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Acrylic paint**

*As the Sō Percussion piece Re(new)al at the Princeton Symphony Orchestra swelled around me, I felt time slip- first slowly, then all at once. Each note hit like a pulse. and suddenly I wasn't sitting in a seat anymore; I was inside something deeper. something unraveling. In my mind, a clock spun out of control, its face cracked, its numbers escaping, its hands twitching, fighting against their purpose. Numbers flew past me like debris in a storm, symbols of order now scattered in chaos. At the center of it all stood a figure. Its calm, deliberate hands extended toward the direction of the now shattered mechanism, insinuating the power over it all. The hands weren't touching the clock; they were bending it, going beyond it, rewriting its rhythm in a strange, mystical way. Seconds elongated into eternities, while hours collapsed into a single breath. The symphony's switch in tone mimicked the screech of time breaking, while the chaos in the music echoed the gravity of control slipping away. I felt lost yet strangely present, floating somewhere between the tick and the tock. It was beautiful and terrifying. In that moment, I realized I wasn't just hearing music, I was witnessing a reckoning with time itself. And the one controlling it? Maybe it was me. Or maybe it was the part of all of us that wishes we could stop the clock ... or destroy it.*





### ***Emotions***

**Audrey Soccio**

**Grade 6–Cambridge School**

**Melissa Mack, Teacher**

**Acrylic, glass, glitter on canvas**

*While listening to Re(new)al performed by Sō Percussion I imagined a variety of colors throughout all of the movements. I made this painting using acrylic paint, markers, glue, glitter, metallic paint marker and an x-acto knife. The dots and zigzag lines represent the wind movement. Water is represented by the blue and green shades. The metallic paint pen outlines represent the solar movement. Overall, I was able to express my feelings and emotions about music onto my art piece.*



## *Harmony*

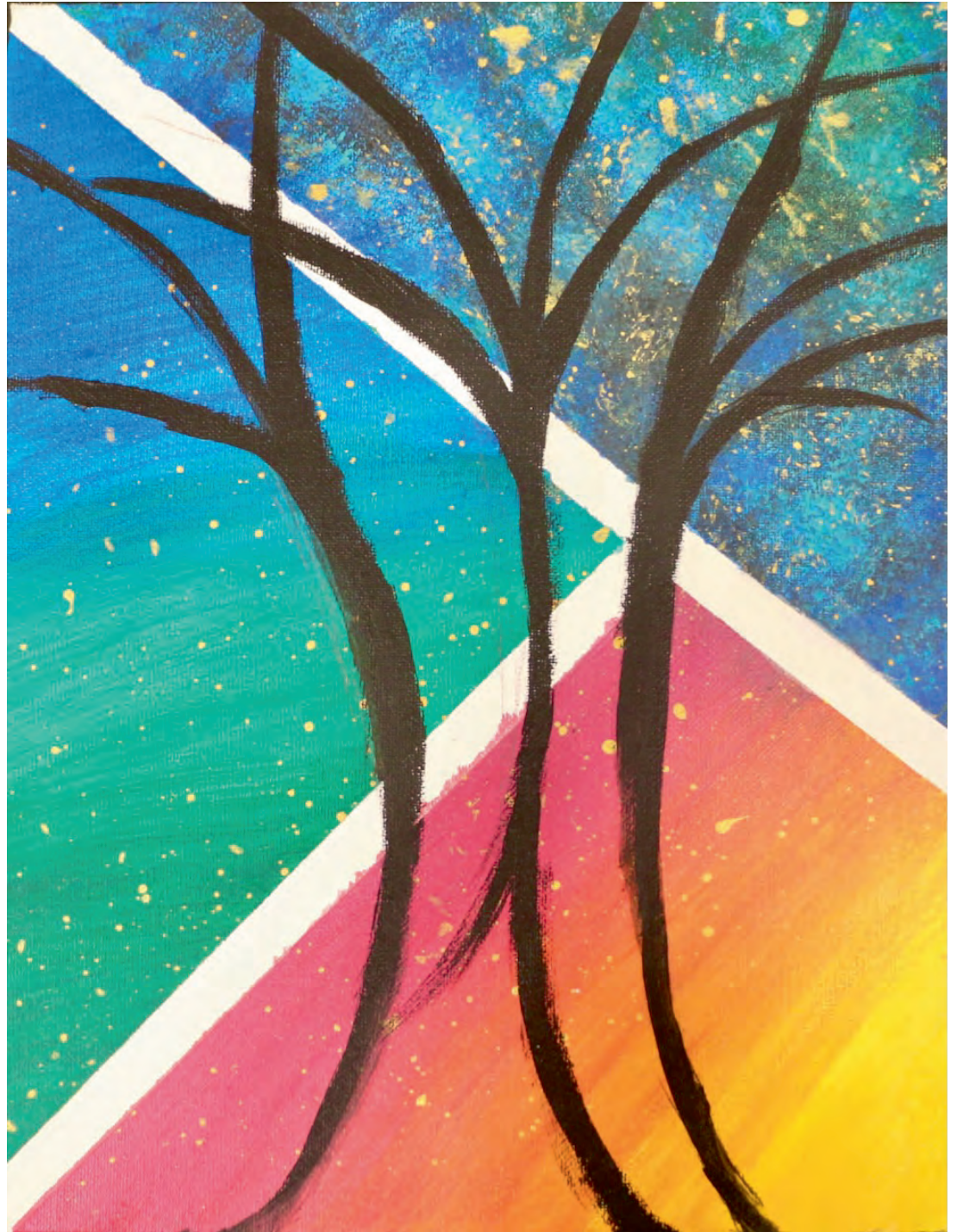
**Lilyana Relak**

**Grade 6–Cambridge School**

**Melissa Mack, Teacher**

**Acrylic on canvas**

*While listening to Re(new)al performed by Sō Percussion I imagined the movements as three different pieces. For “Hydro” I thought of water moving in different colors. During the “Wind” movement I thought of a sunny day and flowers blowing in the wind. During the “Solar” movement I imagined a sunset with magenta, orange and yellow. The tree in the middle represents how all different things combine in harmony. I enjoyed making this painting because I was able to make my painting without much thought. I painted what came to mind while I listened to the music.*





## *Tide of Thought*

Sadie Bahr

Grade 8–Ranney School

Madeleine McCarthy, Art Teacher

Doug Bornheoft, Literature Teacher

Acrylic paint and poetry



### Tide of Thought

Sucked into the tide of ruminations perilous waters,  
a veritable engine of thought captures the abysmal depths amidst oneself.  
One ought not to be discontent,  
nevertheless time and place had been built a blur,  
distant and unfathomable.

Drowning in an opposed pond of dissonance,  
my mind becomes obsolete,  
eliding into a storm of variegated purples,  
for they affect the periphery humming with hidden threats;

I long for equanimity,  
though ponderings have been whirled into a current of jeopardy.  
Weakened by the waves of wonder,  
tides of contemplation suck one under.

*While listening to Sō Percussion and their piece Re(new)al, which was truly exceptional, I envisioned the abysmal depths of a discontent brain having been sucked into the tide of ruminations perilous waters, where tides of cogitation blanket time and place. This piece is to convey a sense of pondering anchored to whirling thoughts, thereby incapable of escaping. As the music came to a draw, I visualized such thoughts subsiding; with the tide pouring from the ear canal into a storm, it illustrates the ponderings affecting the periphery humming with hidden threats, all to be executed with acrylic paint.*



## **No Time To Escape**

**Deegan Pepe**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Paint**

*My piece was inspired by Re(new)al, performed by Sō Percussion accompanied by the Princeton Symphony. My piece No Time To Escape represents giving up hope in yourself and accepting defeat. Even though the conductor stated his intended message of the symphony on renewable energy, I felt as if someone was going on a journey through their mind. And even though they are running out of time to escape, they choose to stay whilst finding solace in this state of mind. They know they can escape, yet they ignore their problems and the ones in the world. I feel as if many of us can relate to this feeling, sort of like procrastination. The hydro part of the symphony reminded me of a peaceful place where nothing could go wrong, until the wind came in and presented a problem that needed to be solved, but was ignored. Then came the solar part, solar reminded me of the consequences of ignoring your problems. "Short-term pleasure will give you long-term pain." Even though they know the suffering that will come later on, they choose the temporary satisfaction of ignoring their problems.*







### *Running Into Time*

**Jason Wang**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Paint**

*My piece Running Into Time was inspired by Re(new)al. When I listened to the symphony it flowed around me, I felt like I was getting sucked in, and time was speeding up. It didn't feel like music anymore; it felt like something much more meaningful and relevant. In my mind, there were numbers scattering, the wind blowing, and flashes of lightning in the sky. Then there was a clock, which sucked up numbers, hourglasses, and clocks. There was no way of escaping it, and everything went into time. The symphony's mood switched, which felt like time was accelerating, and I could not keep up. I don't know who was controlling it, or maybe it was me trying to destroy the clock, but I couldn't.*



## Nexus

Kailani Nallbani

Grade 8—Princeton Friends School

Dylan Fruh, Teacher

Acrylic on canvas

*I created Nexus to display the interactions between strong vibrance and free-spirited movement. In my art, the cool darkness of water transitions to the piercing sky while also leaving space and silence like the stars floating above. I made Nexus using acrylic paints. I made an underpainting before painting everything on top.*

*The bottom half of my piece represents "Hydro," and the beginning of "Wind" in Viet Cuong's Re(new)al. The water is made to look loose and free. The boat is tossed around, slowly drifting further and further from shore. It conveys free movement, while the trees are grounded and seem far and distant, highlighting the disconnect.*

*The sky's the second half of "Wind" and symbolizes the sharp texture of the music; red clouds illustrate the strong, sharp drums and trumpets, and the asteroids are represented by the marimba and the light tapping of the drums. "Solar" is the transition to the dark sky and stars. They twinkle and float over the sky like the glockenspiel.*

*I wanted to include space between each component so that the transition to a night sky was gentle, and blank space was included. All these elements; bright, dark, stillness, and movement, exhibit how something so complicated can be so simple, and how nature creates that balance. where nature meets mankind's creations, and how everything can form a unified picture while still being individual on their own.*







**Meta-Phase**

**Masai Herbert**

**Grade 7–Princeton Friends School**

**Dylan Fruh, Teacher**

**Acrylic on canvas**

*I got inspiration for my art work from one of the first songs, and it sounded like a garden with lots of bugs. I set out to make a garden scape where it shows the stages of the caterpillar life cycle. I like working on a canvas and using acrylic paints. I chose my colors based on nature's different shades of green. I brainstormed over spring break to come up with all of my ideas, and used my art classes and free time to work on my piece. It took many tries but I was able to perfect my art.*



## Connection

Madison Nelson

Grade 7–Ranney School

Madeleine McCarthy, Teacher

Acrylic paint

*My piece, Connection, demonstrates the relationship between humans and nature. I took inspiration from some significant themes of Re(new)al, such as synergy and working together to move forward and fight for change. I included details of solar, hydro, and wind energy throughout the painting, apparent through the sun and ocean, but obscured through the consistent, fast-paced strokes throughout the artwork, illustrating the buzzing energy of wind. All of these details refer back to the three movements in Re(new)al. Each part of this painting is intentional and represents the unbreakable connection between people and the environment. The two girls holding hands symbolize the bond between humanity and the need for collaboration to create change. The seamless transition between the ground beneath them and the flowers of their dresses represents the close relationship between humans and nature. It demonstrates their dependence on each other to thrive and grow, emphasizing the incomparable bond between the two. As the girls gaze at the ocean beyond them, they catch a glimpse of the future of renewal that lies ahead of them.*







*Time is Always Watching*

Marc Hanna

Grade 8—Ranney School

Madeleine McCarthy, Teacher

Oil pastel

*While listening to Re(new)al performed by the Princeton Symphony Orchestra and Sō Percussion, I felt as if I were floating through space and as if the world was collapsing. At first glance, there is a lot to see in my creative response to Re(new)al. In the middle of the piece, I created the Earth exploding. At the top, you can see a big eye with a red pupil. I made the pupil red to show it was angry and imply it was the reason Earth was exploding. There is a clock in the pupil to show that even though all this is happening, time is still going and time isn't infinite, and eventually runs out.*



## *The Door Between*

Alina Krueger

Grade 8–Ranney School

Madeleine McCarthy, Teacher

Acrylic paint

*The Door Between is a visual and emotional journey through time, memory, and the fragile space between thought and action. The painting begins in stillness, a tranquil lake winding through a meadow, its trees draped with delicate bells. These bells, soft and inevitable at first, serve as a quiet reminder of the things yet to come, a gentle nudge of what reality could be. But as the lake continues its journey, the bells' twinkle begins to amplify, symbolizing the growing weight of the delaying thoughts and actions. The scene then begins to unravel, the soothing symphony of the lake and the trees collapse into the black abyss of desperation, where time waits for no one. In the time of urgency and helplessness lies an ajar door, through which the original piece of the lake can be seen, distant and faint, providing just a small glimpse of hope, between the two colliding worlds.*

*That night, I sat in awe, mesmerized as Re(new)al unfolded, not as sound, but a living force of pure raw talent that surged through every part of me. It began like the early part of The Door Between, gentle and serene like the soft sounds of the bells swaying in the trees. But as the music swelled, it mirrored the paintings descended, rising a storm of suspense into the downward blur into the abyss. In that unforgettable moment, I felt the fragile door between stillness and chaos swing open. I was transported in and out of the two colliding worlds, empowered by hydro, wind, and solar energy.*

*The Door Between is not just a scene; it's a living reminder that the whispers of nature and the symphony of life can guide us back to balance, if only we choose to listen.*







***Imagination***

**Tristan Sukhija**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**Acrylic on canvas**

*When I listened to Re(new)al performed by Sō Percussion many thoughts went through my head. For the first movement, “Hydro,” I just thought of wildness. Thus the abstract look. For “Wind” I thought of a beautiful sunset there, so I mixed red, orange, yellow, blue, and purple. As for “Solar,” it was a very pretty piece of music. This beautiful piece made me think of a beautiful day at the beach. I made a beach while the sun was rising.*





### **Connecting**

**Jack Ciccimaro**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**Acrylic on canvas**

*While listening to Re(new)al performed by Sō Percussion I heard the three different movements: “Hydro,” “Wind” and “Solar.” While listening to “Hydro” I heard running water and I imagined a waterfall. I painted the waterfall using acrylic paint and a special technique to give it texture. While listening to “Wind,” I imagined a powerful wind storm. I used acrylic paint and marker to make a tornado and lightning. Finally, while listening to “Solar” I imagined floating through a solar system. I used bottle caps to outline my planets and painted the sun and earth. I want to show how they are all connected. To separate the movements I used colorful dots but I feel like it still shows how close and related Hydro, Wind and Solar are.*





***Colors of Music***

**Hadley Hunter**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**acrylic on canvas**

*While listening to Re(new)al performed by Sō Percussion, the first movement created the sound of water in the glasses and it made me think of a rainbow that appeared after the rain. The movement about wind made me think of a variety of colors, blue, purple and pink. While listening to “Solar” I imagined the colors of the sun, red, yellow and orange. I felt relaxed while I listened to the music. This helped me make an artistic piece.*





### **Cosmic Glass**

**Maxim Zhukovski**

**Grade 7–Ranney School**

**Madeleine McCarthy, Teacher**

**Colored pencil**

*I listened to Re(new)al, a musical composition made up of 3 different parts: Hydro, Wind, and Solar. I used colored pencils to draw a depiction of my mental image. This song included instruments such as pianos, guitars, and most importantly ... drinking glasses. My artwork shows a solar system made up of planets and the sun, and in the middle, there is a glass that depicts the Earth, showing an ocean, clouds, and a mini solar system. The glass symbolizes an instrument mainly used in the composition to make music. The glass has the earth in it as it depicts the parts in the music (Hydro, Solar, and Wind). The planets in the solar system are different colors, like yellow, red, and brown, and they follow black curved lines like orbits.*





**Golden**  
**Melodie Fertitta**  
**Grade 6—Cambridge School**  
**Melissa Mack, Teacher**  
**Acrylic on canvas**

*While listening to Re(new)al performed by Sō Percussion I thought of each concerto as a separate piece. While listening to the first piece, while the musicians were playing on the glasses, I thought of ancient Greek statues. I used blue, teal and gold to represent the water clinking in the glasses. While listening to “Wind” I imagined things swirling around. I used feathers and pathways to show that. For the last concerto, “Solar,” I thought of conquering a goal. I used colors green and gold to represent winning a medal during the Olympics. The black design in the middle separates my thoughts, the gold gives a connection between my thoughts.*



## *The Rising Tide*

Evan Obregon

Grade 8—Princeton Friends School

Dylan Fruh, Teacher

Acrylic on canvas

*To be honest, symphony music is not really my type of music. But this piece that we listened to was...art itself. They stepped out of the boundaries of using "normal" instruments to make music, and used water glasses, which blew my mind. And when the piece started playing, I thought that all of the instruments blended together to make the story happen. I realized that when I made my piece, it had to create those sounds onto the canvas itself. I used bright colors on the canvas to really represent each individual layer throughout the piece. on the top of the canvas, I put bluish purple paint 'running' to look like the waves. The reason I put a conductor at the bottom is to represent that they bring it all together. They start the piece and end the piece. Overall, I really like what came out on this canvas, and I suggest that you go listen to some more symphonies!*







## Wonders

Matteo Ghisolfi

Grade 6–Cambridge School

Melissa Mack, Teacher

Acrylic on canvas

*While listening to Re(new)al performed by Sō Percussion I thought of the three concertos as separate images. During “Hydro” I imagined a rainy day with a beautiful spring tree in the distance. While listening to “Wind” I thought about how we need to conserve our resources for nature. A person represents how we all have to have thoughts about that. The background is grey to represent the wing. The last part, “Solar,” made us think about what would happen if we didn’t conserve our resources. The person can only see nature on television because humans depleted our resources. The tree became a national monument. I hope this makes the view wonder.*





**Lunar**

**Katie Blair**

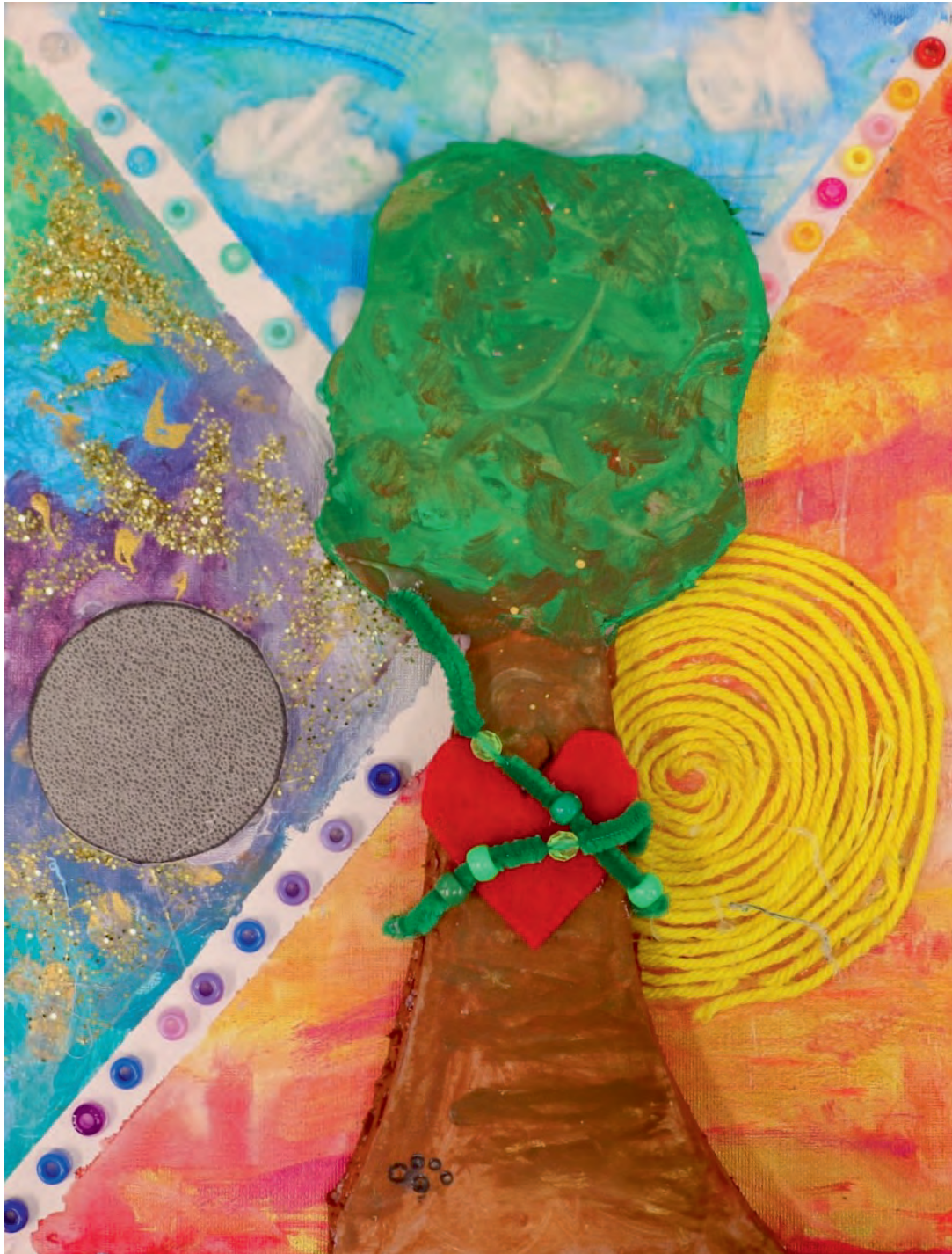
**Grade 7–Princeton Friends School**

**Dylan Fruh, Teacher**

**Acrylic paint on canvas**

*The reason I named my piece Lunar is to go with the theme of different power sources in the concerto Re(new)al. In my piece, the moon is guiding the baby sea turtles towards the ocean. This is why we need to reduce light pollution because the lights confuse the sea turtles, causing them to head away from the ocean. The music, which made me feel calm and excited, somehow reminded me of sea turtles. This painting also connects to the theme of cycles. The first cycle is rebirth: showing how life goes in a circle with an animal getting brought into this world, then growing up and birthing a new being onto this planet. The second cycle is the cycle of night and day. I found it challenging to find the right colors for everything, but the key to that was patience. It also helped to just experiment with the colors. A success was how the shells of the turtles turned out. At first I struggled with how the colors looked with each other, but then it kind of turned into layers which I liked.*





### ***Friendship***

**Sophia Canonico**

**Grade 6—Cambridge School**

**Melissa Mack, Teacher**

**Acrylic, glitter, fabric, beads  
on foam and canvas**

*While I was listening to Re(new)al performed by Sō Percussion I heard and imagined three different movements coming together. The first movement was “Hydro.” I imagined a beautiful summer day with a baby blue sky. I painted a section light blue and I added cotton balls for clouds and I added fine ribbon material to add some texture. The second movement was “Wind.” I heard a nice quiet night wake me up looking at the stars and moon. I painted different sections with purple, blue and green to resemble the sky and I used gold glitter for the stars. I used gray fabric for the moon. During the last movement, “Solar,” I imagined a bright vivid sunrise with a giant sun. I painted the sunrise with red, orange and pink acrylic paint. I used a hot glue gun to glue yarn in a circle to make the vivid sun pop. When I listened to Re(new)al again, I thought that all of these sections were so different and they were almost combining and working together like in a friendship. I decided to make a 3-D tree with a heart connecting all of the movements together.*



## **The Watch of Time**

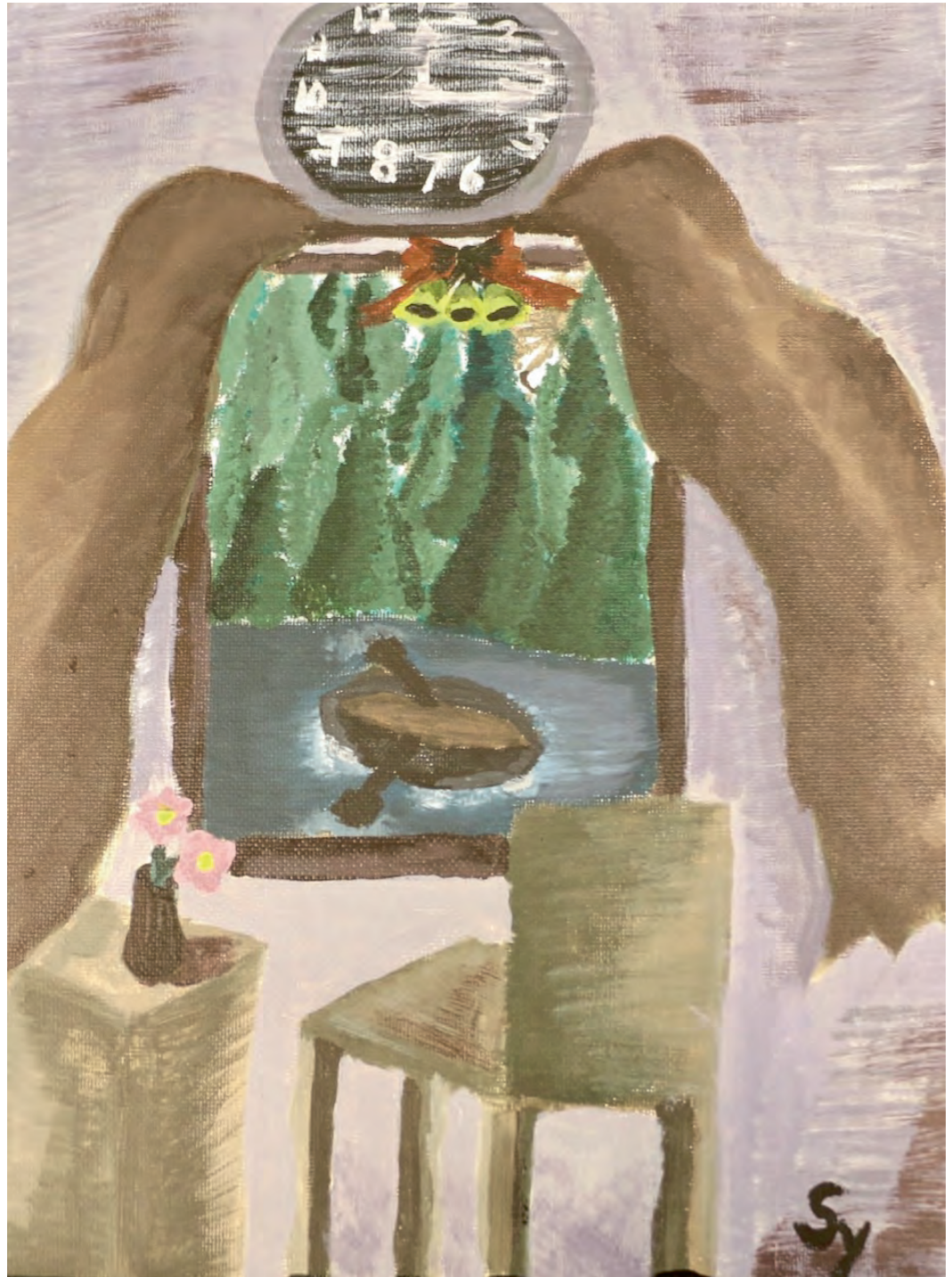
**Smyrna Yilmaz**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Acrylic paint**

*The Princeton Symphony Orchestra & Sō Percussion, Re(new)al evoked in me many mixed emotions of time and peacefulness. As I listened, I imagined bells, time and a canoe representing some of the chaos but the reality is peaceful like how the canoe is in the lake. This inspired me to paint a window and a chair also representing how it may be chaotic inside like the curtains flying or the smeared clock and outside its peaceful and calm. Another part of my artwork that stands out is the bells from the wine glasses I heard during the symphony. It gave me a deep meaning to put it there, but if you notice I put the bells inside also representing that no matter how chaotic the rest might be there is always a calming sound in any chaos to guide you, and the bells guided to the window were their serenity. I chose to paint in acrylic paint because it allowed me to make different shades and colors that I felt when I listened, as an example the light purple background with darker shades of it smeared also representing the color of peace but the darker shade made it chaotic even with the smeared clock. I really enjoyed painting my piece for the Princeton Symphony and allowing me to see the visual art through music.*







## ***Flowers Everywhere***

**Anjali Patel**

**Grade 7–Ranney School**

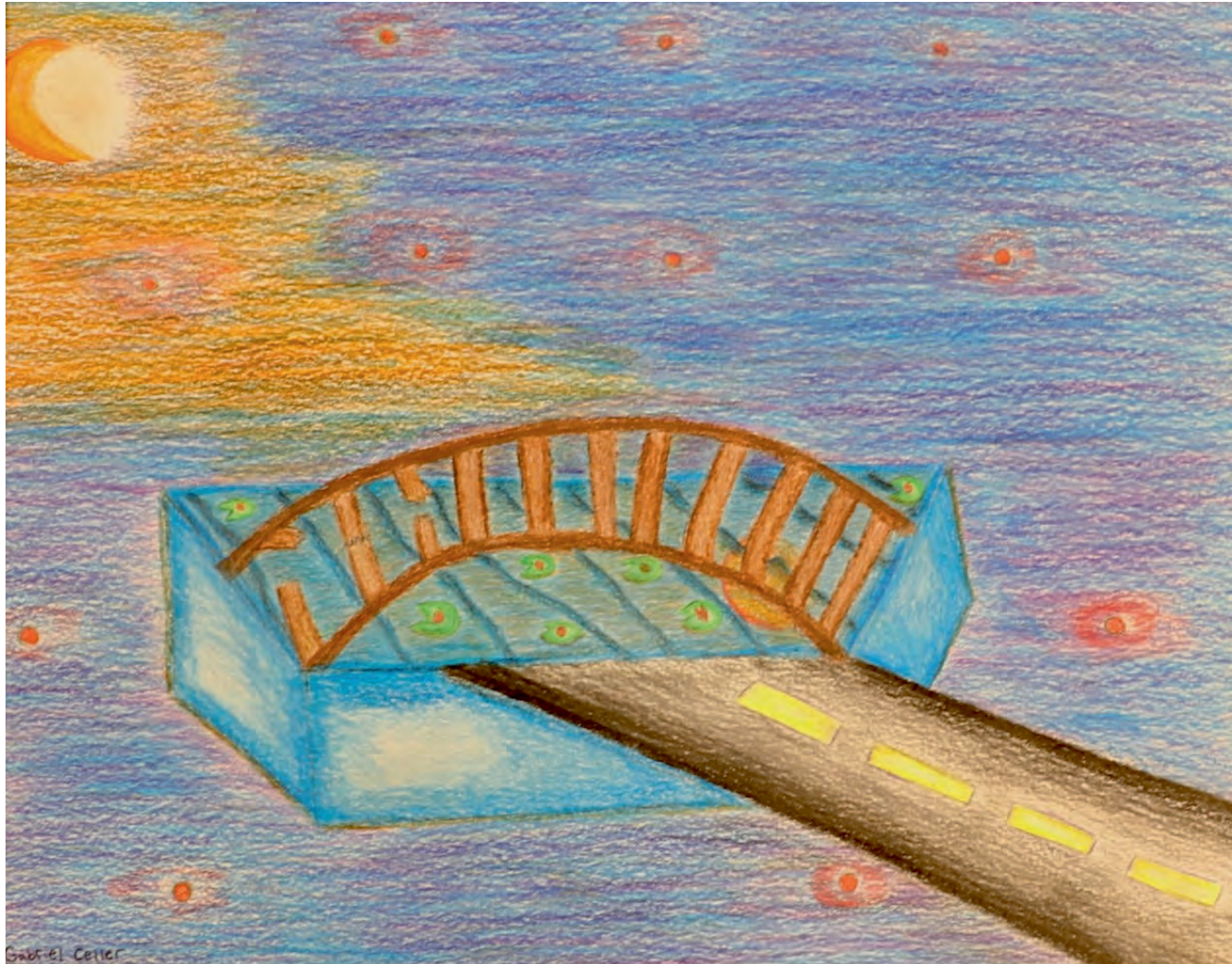
**Madeleine McCarthy, Teacher**

**Acrylic paint**

*I listened to Re(new)al, a musical composition made up of three different sections: hydro, wind, and solar. The medium I used was acrylic paint and I painted the visual image I pictured. The composition was performed with the following instruments: violins, flutes, and many more but drinking glasses stuck out the most. They created an articulate sound manifesting the visual image of rolling hills and manicured lawns with flower beds.*

*My piece Flowers Everywhere was inspired by a trip I took to England. As I experienced both the countryside and city life, I observed beautiful flowers. The spring flowers in the countryside had bloomed, surrounded by magnificent rolling hills and chirping birds. I would enjoy English tea time in a classic English garden. My experience correlates back to the symphony and the promotion of renewable energy. The floral experience invokes the significance of nature and its natural beauty.*





### ***The Forgotten Bridge***

**Gabriel Cellar**

**Grade 8—Ranney School**

**Madeleine McCarthy, Teacher**

**Colored Pencil**

*My artwork is inspired by the serenity in Viet Cuong's Re(new)al symphony specifically in the "Hydro" portion. The reason behind the name of my artwork is that since the bridge is floating in the middle of space where there is nothing except the sun and stars, it's forgotten in quietness. The bridge and pond symbolize serenity and peace inside my space where it is quiet but still a little rickety (the broken parts of the bridge). The background which is mainly blue and purple looks like it's fighting the orangish red. My perspective on that is when it may seem quiet and serene inside your (space and bridge) many other peoples spaces are fuming and chaotic. The stars represent the people that may seem calm and collected but in reality they are actually as chaotic and red as the sun.*





***The Light at the  
End of the Tunnel***

**Lexi Kruse**

**Grade 8–Ranney School**

**Madeleine McCarthy, Teacher**

**Acrylic paint**

*As I immersed myself in the Sō Percussion piece, Re(new)al, at the Princeton Symphony Orchestra, I was swept into a journey of emotion, a surge of feeling that began with the relentless ticking of time. The rhythm echoed like a heartbeat, speeding through chaos, urgency, and confusion. And then, something shifted. The ticking began to slow, unraveling into dreamlike harmonies that soothed the storm. It was in that moment of transition, from frantic motion to serene stillness, that this painting was enlightened. Made with acrylics, the scene I envisioned is a surreal landscape suspended between two worlds. A vast, shadowed field stretches endlessly into eternity beneath a sky in fluctuation. On the left, a swirling vortex spins violently above a leaning grandfather clock, symbolizing the distortion of time and the fragmentation of memory. These elements embody the chaos, the emotional spiral of the symphony's early movement. The swirling vortex gradually unravels into a tranquil sky, capturing the transition from non stop commotion to quiet peace, almost as if seeing the light. At the center stands a lone door, open yet unmoving, a threshold. It marks the pivotal shift from turmoil to peace, the escape from inner noise into clarity. Beyond it, the sky softens to glowing hues, and a lone tree blooms in stillness, illustrating arrival, acceptance, and light after struggle. This painting is not just a visual representation, it is the echo of the music that inspired it. As the noise dissolves into silence, a delicate stillness lingers, a tranquil space suspended between what once was and what lies ahead, luring you gently into the depths of stillness.*



*Free, Wild, and Open*  
Nicole Tackett  
Grade 7–Ranney School  
Madeleine McCarthy, Teacher  
Acrylic paint

*This piece was inspired by the Re(new)al symphony performed by the Princeton Symphony Orchestra and Sō Percussion. As I sat and listened, I found myself completely carried away by the music. I started imagining a story of a princess running through a quiet, magical forest. I pictured sunlight spilling over a glimmering lake, and the air full of warmth and possibility. I used acrylic paint to bring that vision to life, filling the canvas with rich greens and colorful flowers, because that's what I felt most strongly: nature, beauty, and movement. One moment that really stuck with me during the performance was when the musicians gently tapped glass cups together—it sounded like bells ringing. That sound stayed with me, and I ended up painting a huge grandmother clock to represent it. In my mind, every time the clock dings, it's a new beginning. In the painting, the princess doesn't know where she's going, and that's what makes it exciting. That's how I felt while making this: free, wild, and open to wherever the journey might lead. That's the spirit I hope to convey through this piece!*







**Windy Music**

**Samina Jeevanjee**

**Grade 7–Princeton Friends School**

**Dylan Fruh, Teacher**

**Collage**

*I really enjoyed making this project. My inspiration for this project was that when I listened to the music it felt like waves and I wanted to show that through my artwork. I used printouts and markers. I had trouble picking between colors and then widths of them. I thought of the beach when I thought of waves, so I picked blues and greens and some purple.*





2025 *Listen Up!* Participants from Cambridge School, Princeton Friends School, and Ranney School, with (Front Row) Sō Percussion's Eric Cha-Beach, Jason Treuting, Maestro Rossen Milanov, Adam Sliwinski, and Josh Quillen, and on the stage at Richardson Auditorium immediately following the March 8 *Beethoven's Sixth & Sō Percussion* concert. *First Row:* Dorothy Horst, Sophia Canonico, Peyton Torpey, Jack Ciccimaro, Tristan Sakhija, Matteo Ghisolfi, Masai Herbert, Smyrna Yilmaz, Alina Krueger, Nicole Tackett *Second Row:* Sadie Bahr, Mia Newton, Leah Fleyshmakhher, Madison Nelson, Anjali Patel, Katya Grinbukh, Brynn Hopf, Deegan Pepe, Austin Wang *Top:* Katie Blair, Samina Jeevanjee, Charlotte Elga, Evan Obregon, James Carabelli, Kailani Nallbani





Rossen Milanov, Edward T. Cone Music Director — Marc Uys, Executive Director  
Katie Miller, Manager of Education and Community Engagement  
Betsy Loughran, *Listen Up!* Project Coordinator

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