

# ANDREA ARÉVALO (PERU)

National University of Music of Peru (Lima)

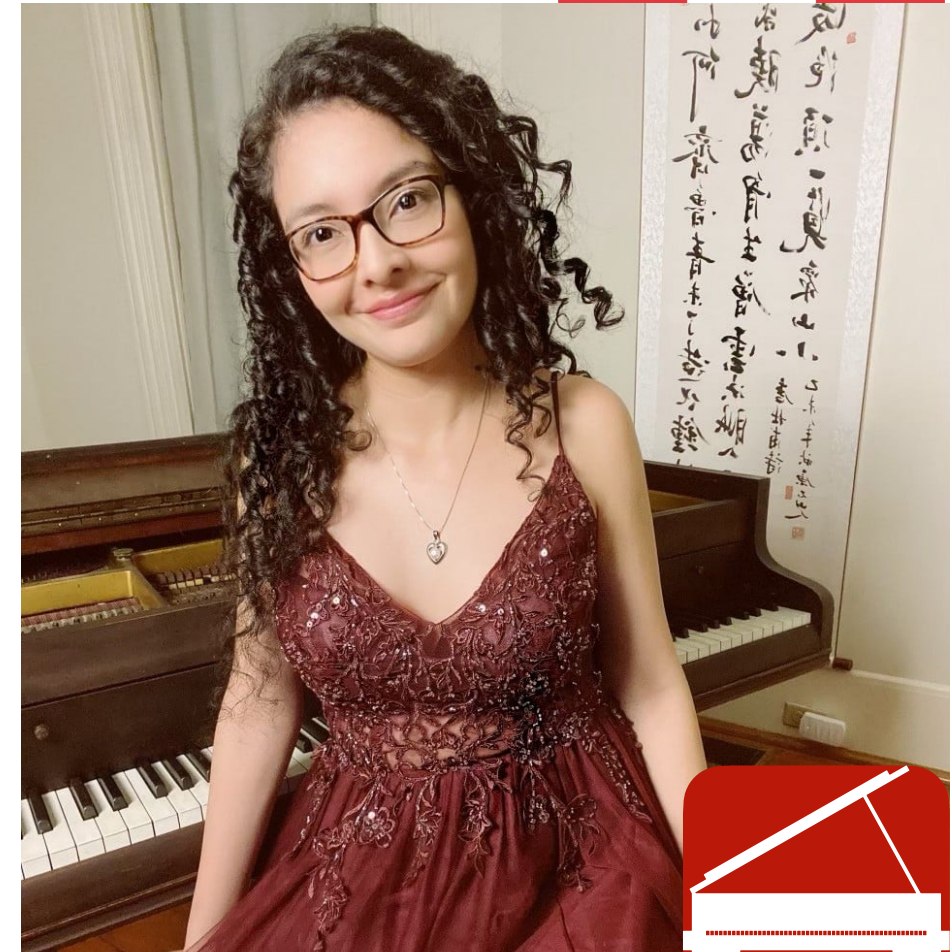
WPTA Peru, President

Andrea Arévalo was born in Lima, Peru. She started her conservatory education at the age of nine, continuing further studies at the National University of Music of Peru. She received the academic award in piano performance in her undergraduate studies for 4 years and studied with Professor Carmen Escobedo. She holds a master's degree in Piano Performance & Pedagogy under the tutelage of Dr. Barbara Lister-Sink at Salem College School of Music, North Carolina. In 2013 she was awarded a full scholarship to study at prestigious Boston University Tanglewood Institute in Massachusetts. She also attended Interlochen Center of the Arts, Brevard Music Center, Florida International Piano Festival, International Piano Academy in Miami, Femusc Music Festival, Chopin-Górecki Festival, Szymanowski Academy of Music, Szeged-Hungary University Music Festival and the Injury preventive Piano Technique workshop. In 2015 she won the Soloists Concerto Competition in Lima and attended Eastern Music Festival. In 2016 Arévalo was the recipient of the "Erasmus Scholarship" through Erasmus Competition at the National Conservatory of Music, which allowed her to study at the Academy of Music in Krakow, Poland. Arévalo is one of the winners of the American Protege International Romantic Competition 2017 and performed at the Weill Recital Hall of the Carnegie Hall in New York on March 2018. She actively participates in various activities of musical nature at national and international level, offering master classes, conferences and performing. She received "The Bright & Annie Lee Fitzgerald Sink Award in Piano Excellence 2021" and currently teaches piano at the National University of Music of Peru.

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## ***Strategies for Preparing Students to Face Different Performance Settings Implementing basic principles of the Lister-Sink Method***

Feelings of anxiety, fear, confidence, acceptance, and happiness can have an important effect on a musician's performance. The processing of these inevitable emotions associated with a performance career can have a huge impact on musicians, especially in the developmental stages of their career. At different stages of professional and musical development, students will experience evaluative settings such as festivals, competitions, auditions, entrance exams, and recordings. If students are not emotionally well-prepared for these various performance opportunities, they can suffer from memory issues, lack of physiological control, and performance anxiety. As performing artists, it can seem like a rite of passage to experience both positive and the negative aspects of performance experience. Many students, however, are never taught how to cope in different performance scenarios as they progress into more advanced literature. Teachers can better emotionally and mentally prepare students for these sequenced stages of performing by specifically addressing each performing stage in an appropriate way. The purpose of this presentation is to give teachers an overview of the different strategies that can help prepare students for specific performance settings using the Lister-Sink method from a casual studio recital to an advanced-level competition.



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