



Ministero dell'Università e della Ricerca

Conservatorio di Musica di Vicenza

Al Direttore del Conservatorio

"Arrigo Pedrollo"

**BANDO PER IL RECLUTAMENTO A TEMPO INDETERMINATO DI UN DOCENTE DI
PRIMA FASCIA PER IL CONSERVATORIO DI MUSICA DI VICENZA "ARRIGO
PEDROLLO" PER L'A.A. 2025/2026**

**SETTORE ARTISTICO DISCIPLINARE: AFAM057- Lingua straniera INGLESE
COTP/03 PRATICA E LETTURA PIANISTICA**

**Estratto del verbale prot. n. 2608 del 24.04.2026 di estrazione della traccia oggetto della prima
prova d'esame**

Oggi, 24 aprile 2026 alle ore 11:00, in conformità a quanto previsto dal Bando di concorso pubblicato il 14 gennaio 2026, prot. n. 205 e a quanto stabilito dai successivi Decreti del Direttore prot. n. 2208 del 13 aprile 2026, e prot. n. 2422 del 20 aprile 2026 si sono riuniti in seduta pubblica presso il Conservatorio di Vicenza nell'ufficio di Direzione:

- Prof. Stefano Lorenzetti, Direttore del Conservatorio di Vicenza e Presidente di Commissione;
- Giulia Gregori, funzionaria con funzioni di segretaria verbalizzante.

per il sorteggio dell'argomento, tra i tre individuati dalla Commissione esaminatrice, oggetto dell'unità didattica che i/le Candidati/e devono predisporre, in base a quanto stabilito dall'art. 9 del Bando.

La traccia sorteggiata per la prima prova d'esame è:

Teaching Task A (B2 Level – 40 minutes)

Future Forms in a Job Interview Context (will, be going to, present continuous).

Design a 40-minute simulated lesson for students at B2 level (Triennio or Biennio AFAM) centred on the use of future forms (will, be going to, present continuous) within the context of a job interview in the performing arts sector. The lesson should guide students in expressing future plans, intentions and spontaneous decisions in a professional setting, enabling them to discuss career opportunities in music and the performing arts and to respond appropriately to typical job interview questions.

Candidates should describe the teaching methodologies adopted, highlighting the use of communicative approaches and task-based learning, such as simulated job interviews, while fostering intercultural awareness in professional communication. The integration of digital technologies, including video tools and learning management systems, should be taken into account. The teaching unit must include at least one activity focused on receptive skills, such as listening to an interview, and one on productive skills, such as a role-play activity. Finally, candidates are required to outline assessment methods and criteria, both formative and summative, and to provide sample materials, such as interview prompts or short listening scripts.

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Teaching Task C (B2 Level – 40 minutes)

You are required to plan and deliver a 40-minute lesson to a Biennio class at a B2 level.

Lesson focus:

The use of the past simple tense

Integration of music-related vocabulary and terminology relevant to students' future professional lives (e.g., rehearsals, performances, auditions, recordings)

Task requirements:

Design a lesson that:

presents and provides practice for the past simple (affirmative, negative, and/or interrogative forms as appropriate);

incorporates authentic music-related contexts (e.g., past performances, composers' lives, concert reviews, rehearsal experiences);

develops at least two of the four main language skills (speaking, listening, reading, writing).

Your lesson should include:

clear learning objectives;

a staged lesson plan;

At least 3–4 different activities, such as:

A lead-in activating prior knowledge (e.g., discussing past concerts or musical experiences);

A controlled practice activity (e.g., gap-fill, matching, sentence transformation);

A communicative task (e.g., role-play: musician interview, discussing a past performance);

Opportunities for student interaction;

Strategies for checking understanding and providing feedback.

During your presentation, you should:

briefly explain your lesson rationale and structure;

demonstrate key parts of your lesson (not necessarily the entire plan);

justify your choice of activities and materials in relation to learner needs.

You may assume access to standard classroom resources (audio, whiteboard, handouts, etc.).

Teaching Task B (B1 Level – 40 minutes)

You are required to plan and deliver a 40-minute lesson for a *Triennio* class at Conservatoire level (B1 English level).

Lesson focus:

Introducing the basics of music notation (e.g., staff, clef, notes, rests, rhythm values);
Developing language through a short reading text;
Integrating one additional language skill (listening, speaking, or writing).

Task requirements:

Design a lesson that:

begins with a short, level-appropriate reading text introducing key concepts of music notation;
highlights and practises relevant vocabulary, develops reading skills and one other main skill of your choice.

Your lesson should include:

clear learning objectives;
a staged lesson plan (e.g., lead-in, reading task, language focus, practice, communicative activity);
a short original reading text (5–8 sentences) suitable for B1 learners;
a range of activities, such as:
a pre-reading task (e.g., predicting or matching key terms with images)
while-reading task (e.g., gist and/or detail comprehension questions)
vocabulary focus (e.g., matching terms to definitions, labeling a musical staff)
a follow-up activity developing a second skill.

You should:

briefly explain your lesson aims and structure;
present your reading text and demonstrate how you would exploit it;
show how you integrate the second skill into the lesson;
explain your pedagogical choices.

You may use any materials or visual aids you consider appropriate.