



Module 3

Unit 6

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Module 3

Unit 6: Workflow

Task 1: Multiple choice¹

Question 1

What tools does a describer require from the venue or production company in order to describe a live event?

- a) A programme (either in hard copy or an electronic one); tickets to watch the show; a video of the show; an e-version of the script (if available).
- b) A website to upload the audio introduction (AI).
- c) Nothing. The describer will just show up and improvise.
- d) Tickets for the describer's friends.

Question 2

When does the dry run take place?

- a) After the first described performance.
- b) Three weeks before the first described performance.
- c) The night before the first described performance (earlier for dance or opera).
- d) Before the sound check.

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¹ The responses are based on the ADLAB PRO core videos. Only one answer is correct.

Question 3

Which of the following people attend the sound check?

- a) The describers and persons with sight loss (PSL).
- b) The describers and theatre technicians.
- c) The describers and the Sound designer.
- d) The describers and the Wardrobe supervisor.

Question 4

Why does a describer of live events need to arrive early on the day of the described performance?

- a) In case of journey delays.
- b) For the touch tour and sound check.
- c) To amend their script after notes from the dry run.
- d) They don't need to arrive early.

Question 5

What does a describer of live events need to do after the described performance?

- a) Go to the bar.
- b) Walk the set with the stage manager (SM).
- c) Report any technical issues to the technicians, pick up any feedback from Front of House staff or direct from users.
- d) Carry out another sound check.

Module 3

Unit 6: Workflow

Task 2

Aim(s):

- Learners can create a timeline identifying everyone involved in producing a live AD at each stage of the process.

Grouping: individual or pairs.

Approximate timing: 30 minutes in class or at home if preferred.

Material and preparation needed:

- Handout.
- Post it notes (or similar).
- Additional video for Unit 6 (AVM3_U6_1).
- Recommended reading: Section 3.9.2 (p.37) in Fryer, L. (2016). *An Introduction to Audio Description: A Practical Guide*. London: Routledge.
- Recommended reading: Eardley-Weaver, S. (2013). Opening eyes to opera: The process of translation for blind and partially-sighted audiences. *Translation and Interpreting Studies. The Journal of the American Translation and Interpreting Studies Association*, 8(2), 272-292.

Development:

Using the lists of responsibilities and personnel in the handout, ask learners to arrange the responsibilities in chronological order, and select which of the listed personnel is either uniquely responsible or shares responsibility for each.

NB: Some individuals may have multiple responsibilities.

Additional comments:

1. The listed personnel may be written on post it notes and attached to the responsibility according to a class discussion.
2. This task may be made more challenging by asking learners to list the personnel and responsibilities from scratch.
3. As a follow up, learners could write a commentary noting how these responsibilities differ from those of a describer for screen AD.



Task 2: Handout

Responsibilities

1. Write the AD script.
2. Run the touch tour.
3. Deliver the AD script.
4. Write the AI.
5. Draw up a wish list of items for the touch tour.
6. Meet & greet the attendees.
7. Attend the touch tour.
8. Install AD equipment.
9. Carry out a soundcheck.
10. Advertise the AD performance.
11. Provide the describers with necessary resources (script, video etc.).

Personnel

1. The describer(s).
2. The cast.
3. Ushers.
4. Stage Manager.
5. Wardrobe Supervisor.
6. Head of Access.
7. Theatre technicians.

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