Module 3

Unit 2

Tasks

Module 3

Unit 2: Technical skills

Task 1: Multiple choice[1]

Question 1

Which of the following is correct concerning the technical requirements for the description of a live performance?

a) When delivering the description, the audio describer needs to watch the performance either directly or on a monitor.

b) When delivering the description, the audio describer needs to watch the performance on a monitor.

c) When delivering the description, it is imperative that the audio describer has a direct view of the stage.

d) The audio describer does not need to watch the performance when delivering the description.

Question 2

In what circumstances would the describer need to watch the performance on a monitor?

a) Because it is the next best technical set up if there is no sound proof booth with a view of the stage.

b) Because it helps to keep the describer invisible.

c) Because it saves the venue the cost of a ticket.

d) The describer does not need to watch the performance.

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

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Question 3

In order to hear the AD, the headsets worn by users need…

    a) …a line of sight to the stage.

    b) …a line of sight to the modulators if the AD is transmitted via infrared.

    c) …a line of sight to the modulators if the AD is transmitted via a radio system.

    d) …a line of sight to the describer position.

Question 4

The audio describer needs a mixer in order to…

    a) …balance the level of the AD with the sound from the stage in the users' headsets.

    b) …adjust the level of their voice and the show relay in their own ears and to be able to turn their microphone on and off silently.

    c) …adjust the level of their voice in the users' headsets.

    d) The audio describer does not need a mixer.

Question 5

The audio describer needs to carry out a sound check in order to…

    a) …warm up their voice.

    b) …ascertain that the equipment is working properly.

    c) …create work for the sound technicians.

    d) …practice tongue twisters.

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Module 3

Unit 2: Technical skills

Task 2

Aim(s):

- Learners can list the technical equipment needed for a live AD performance.
- Learners can operate a small mixing desk

Grouping: individual or pairs.

Approximate timing: 15 minutes in class or at home.

Material and preparation needed:

- Diagram and labels provided in the handout.
- Recommended reading: See-a Voice Audio Description Technical Guide (n.d.). Retrieved from http://www.accessibletheatre.org.uk/wp-content/uploads/Audio_Description_Technical_Guide_2010.pdf

Development:

Learners label the diagram provided in the handout.

Additional comments:

1. This task can be completed at two levels. To make it less demanding, the learners can be given the labels and asked to place them correctly. To make it more demanding, the learners can be asked to label the diagram from scratch.

2. As a follow-up you can ask learners to read:

   - Kenyon, M. (2018) "Broadcasting theatre audio description #infra red". retrieved from https://vocaleyes.co.uk/broadcasting-theatre-audio-description-1-infrared/

   - Kenyon, M. (2018). "Broadcasting theatre audio description #2: radio". retrieved from https://vocaleyes.co.uk/broadcasting-theatre-audio-description-2-radio/

Task 2: Handout

Diagram of a theatre audio description sound system
with 2 describer positions
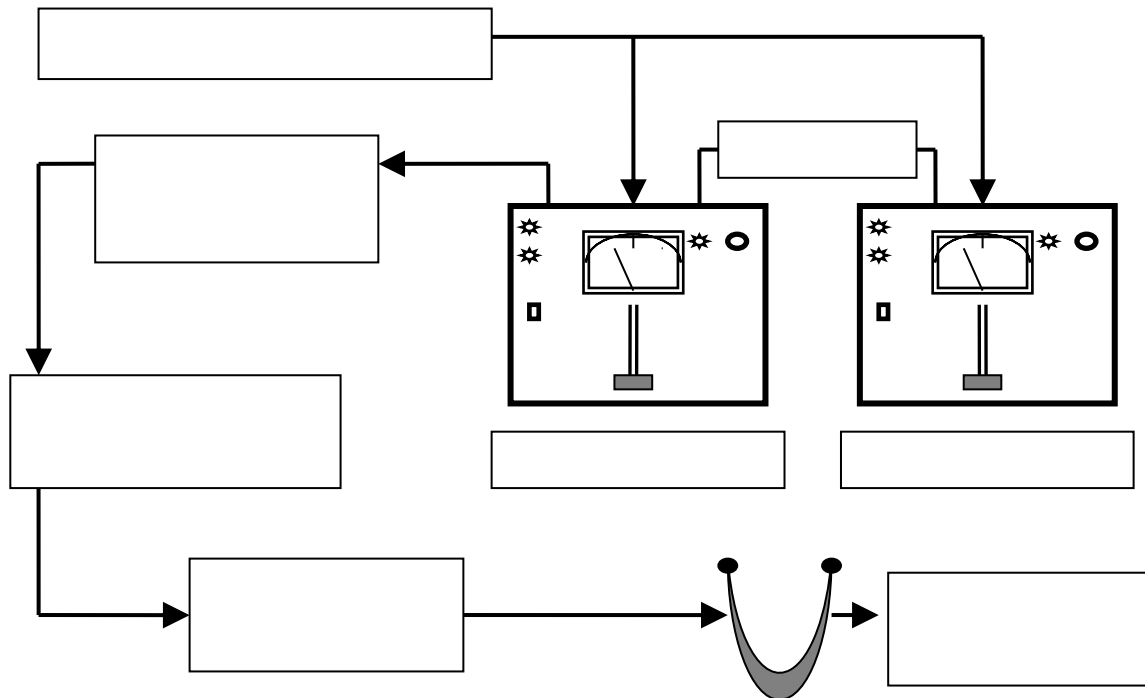
Labels:

1. Show relay input enters consoles to enable describers to hear the show.

2. AD output (describer's voice from headset microphone) sent to modulator.

3. Infra-red modulator coverts audio signal into higher frequency electrical signal.

4. Radiators in the auditorium convert electrical signal into infrared light.

5. Description console/mixer.

6. Headset receiver converts infra red signal back into audio signal.

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Module 3

Unit 2: Technical skills

Task 3

Aim(s):

- Learners can describe two common methods of AD "broadcast" and reception in live performance venues.

Grouping: individual.

Approximate timing: 30 minutes in class, 30 minutes essential reading prior to the class.

Material and preparation needed:

- Writing materials.
- Essential reading: Roofthooft, H., Remael, A., & Van den Dries, L. (2018). Audio description for (postdramatic) theatre. Preparing the stage. *JoSTrans: The Journal of Specialised Translation* (30), 232-248.

Development:

Ask learners to outline two common methods of AD broadcast in a live context (verbal or diagrammatic).

Additional comments:

1. This could be followed by a discussion of the pros and cons of each system.

2. As a follow-up you can ask learners to read:

   - Kenyon, M. (2018) "Broadcasting theatre audio description #infra red". retrieved from
   https://vocaleyes.co.uk/broadcasting-theatre-audio-description-1-infrared/

   - Kenyon, M. (2018). "Broadcasting theatre audio description #2: radio". retrieved from
   https://vocaleyes.co.uk/broadcasting-theatre-audio-description-2-radio/

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