



Module 3

Unit 8

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Module 3

Unit 8: Dance and opera

Task 1: Multiple choice¹

Question 1

Complete the following sentence: Technical terms should be used to describe ballet in order to...?

- a) Show how clever you are.
- b) Appeal to French speakers.
- c) Reflect the genre of the piece.
- d) Provide an objective description.

Question 2

Why might technical terms need explicitation?

- a) In case persons with sight loss don't understand them.
- b) So persons with sight loss can practice them at the touch tour or workshop.
- c) So your AD is not just a list of steps.
- d) To convey what a movement feels like.

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

Question 3

How do audio surtitles differ from audio subtitles?

- a) You need to sing them.
- b) You can't give them verbatim.
- c) They translate lyrics rather than speech.
- d) They need to be incorporated into your description of what is happening.

Question 4

If you don't speak over the music, how can you make the performance accessible to AD users?

- a) You can't. Give up now.
- b) You have to speak over the music, so you must shout.
- c) By whispering.
- d) By making the most of the touch tour and the audio introduction.

Question 5

When would you provide a synopsis?

- a) When you want to give away the plot.
- b) When the story is especially complicated.
- c) When the opera is in a foreign language.
- d) When one is included in the programme.

Module 3

Unit 8: Dance and opera

Task 2

Aim(s):

- Learners can employ technical terms and explication to write AD suitable for ballet or other dance forms.

Grouping: whole class and individual.

Approximate timing: 45 minutes in class or at home if preferred. The recommended reading needs to have been completed prior to the class.

Material and preparation needed:

- Additional video for Unit 1 (AV_M3_U1_1).
- Additional video for Unit 8 (AV_M3_U8_1).
- Writing materials.
- Recommended reading: Camurri, A., Mazzarino, B., Ricchetti, M., Timmers, R., & Volpe, G. (2003). Multimodal analysis of expressive gesture in music and dance performances. In Camurri A. & Volpe, G. (Eds), *Gesture-Based Communication in Human-Computer Interaction* (pp. 20-39). Springer: Berlin.

Development:

1. Watch the short dance from the Phantom Bantom of the Opera from the video of examples of live events (AV_M3_U1_1).

2. Write a descriptive glossary for the movements you observe using technical terms and explicitation.

Additional comments:

As a follow up, learners could do the same for a dance from a video of their own choosing and teach the steps to the class, using the explicitation as instruction.

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Unit 8: Dance and opera

Task 3

Aim(s):

- Learners can combine AST and descriptive language to write AD suitable for opera.

Grouping: pairs.

Approximate timing: 45 minutes in class or at home if preferred.

Material and preparation needed:

- Additional video for Unit 1 (AV_M3_U1_1).
- Additional video for Unit 8 (AV_M3_U8_1)
- Script contained in the handout.
- Recommended reading: Orero, P. (2007). Audiosubtitling: a possible solution for opera accessibility in Catalonia. *Tradterm*, 13, 135-149.

Development:

Using the short dance from *The Phantom Bantom of the Opera* from the video of Examples of Live Events (AV_M3_U1_1), write an AD incorporating a summary of the lyrics into your AD script as if they were to be displayed as surtitles.

Additional comments:

1. This can be expanded into a group discussion of the challenges or a debate with different pairs of learners championing a summary before the dance/a retrospective summary/weaving the lyrics through the AD/using an AI.
2. To increase the task's complexity, learners might translate the lyrics into their native language.

Task 3: Handout

It was a night to remember,
 When all the bells of Paris rang,
 In such harmonious celebration,
 The night the lowly maiden sang,
 Her very soul she surrendered
 To have her moment in the sun,
 But once that fortune had been tendered,
 The hapless maiden was undone.
 She sang like an angel,
 A nightingale at eventide,
 Like the silver mist at dawn,
 Like the calm before the storm,
 Like a ghost that walks the night.
 It was a night.
 Infernal blight.
 Unholy sight.
 A night to remember.

It was a night to remember,
 The darkest forces were at play,
 The shadow of a foul pretender,
 Led the lovely maid astray.
 She called him her angel,
 She gave her soul to be the best,

Like a bonded slave of old,
Like a trinket bought and sold,
And now for her there'll be no rest.
Eternal rest.
A hopeless quest
Unholy jest.
A night to remember.

Module 3

Unit 8: Dance and opera

Task 4

Aim(s):

- Learners can employ technical terms and explicitation to write AD suitable for ballet or other dance forms.

Grouping: individual.

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

Material and preparation needed:

- Additional video for Unit 1 (AV_M3_U1_1).
- Recommended reading: Fryer, L. (2009). *Talking dance: the audio describer's guide to dance in theatre. Apt Description Series, 3*. London: ADA Publications.

Development:

Using the descriptive glossary created for the short dance from the *Phantom Bantam of the Opera* (Task 2), ask learners to draft a letter or an e-mail informing the theatre company of the steps or positions they would like the company to demonstrate at a workshop or touch tour.

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