

Television Production

Level: 2

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Course Catalog Description

Introduces students to digitally based television production through hands-on learning in career exploration, digital production planning, crew collaboration, camera operation, lighting, audio, non-linear editing, cloud-based media workflows, and the creation and publishing of original media projects for broadcast and digital platforms.

Summary

This course introduces students to the foundational knowledge and practical skills used in digitally based television production. Students explore career pathways and postsecondary opportunities in media production and broadcasting while examining the purpose, genres, and cultural influence of television, film, and digital media. Through hands-on learning, students develop skills in digital production planning, crew roles and collaboration, camera operation, visual composition, lighting, audio capture, non-linear editing, chroma key techniques, file organization, cloud-based collaboration, and digital publishing workflows. By creating, editing, managing, and evaluating original media projects for multiple platforms, students build technical proficiency, professional practices, and communication skills needed for continued study and entry-level work in the field.

Notes

The revised course reflects a shift from the original A/B model toward a more structured, standards-aligned framework with clearly defined student learning outcomes. While the original course focused primarily on foundational skills such as basic production roles, camera work, and editing, the updated version expands these into a more comprehensive sequence that integrates pre-production planning, collaboration, storytelling, and technical workflows across all phases of production. The new course also strengthens alignment with current CTE expectations by formally incorporating portfolio development, leadership, work-based learning, and a culminating final project, emphasizing real-world application and career readiness. Overall, the update transitions from a basic skills-focused course to a more cohesive, project-based model that prepares students for continued study and entry-level roles in television and media.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will explore and evaluate career pathways in digitally based cinematography and film/video production by examining professional roles, software, hardware, cloud-based workflows, work environments, certifications, ethical and legal considerations, and Colorado postsecondary education options in order to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in the area of cinematography and film/video production
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Foundations of Television and Film Production

Objective: *Students will explain the structure and purpose of television and film production by defining the medium, identifying genres, and analyzing the technical, informational, and entertainment functions of television and film as tools for communication.*

- 5) Define television and film production and explain their purposes within media and communication.
- 6) Identify and differentiate major television and film genres.
- 7) Explain the technical, informational, and entertainment functions of television and film.

3. Television and Film as Narrative and Culture

Objective: *Students will analyze television and film as narrative and cultural forms by examining storytelling conventions, cultural representation, and the influence of media on audience perceptions and societal norms.*

- 8) Explain television and film as narrative forms used to tell stories.
- 9) Analyze how television and film reflect cultural values and influence society.

10) Evaluate how media productions shape audience perceptions and cultural norms.

4. Roles and Responsibilities in Television Production

Objective: *Students will analyze and apply production roles and responsibilities by identifying key crew positions and evaluating how collaboration among production team members contributes to the successful creation of television programs.*

11) Identify and explain the roles and responsibilities of crew members in television production, including:

- a. Producer
- b. Director
- c. Scriptwriter
- d. Director of Photography
- e. Production Manager
- f. Cast/On-screen Talent
- g. Lighting Director
- h. Production and Set Designer
- i. Costume Designer
- j. Sound Director
- k. Make-up Artist
- l. Production Assistant
- m. Music Director
- n. Composer
- o. Editor

12) Analyze how collaboration among crew members contributes to successful television production.

5. Pre-Production: Planning and Development

Objective: *Students will plan television productions by developing original concepts, evaluating production ideas, creating basic budgets, organizing digital pre-production documents, designing casting and crew strategies, and differentiating between studio, location, and online workflow requirements to prepare for effective production.*

13) Develop an original concept for a television production.

14) Analyze criteria used to evaluate production ideas and select viable concepts.

15) Prepare a basic digital production budget and asset plan aligned with available resources, software, storage, and production needs.

16) Design strategies for casting and crew selection.

17) Distinguish between studio and location requirements for effective production.

6. Camera Techniques and Visual Composition

Objective: *Students will apply foundational television camera techniques by selecting appropriate shot types, camera angles, lenses, focus, and movement to support visual storytelling and manage viewer perspective.*

18) Apply shot types commonly used in television production, including:

- a. One shot
 - b. Two shot
 - c. Over-the-shoulder shot
 - d. Reaction shot
- 19) Demonstrate understanding of fields of view, including:
- a. Establishing shot
 - b. Long shot
 - c. Medium shot
 - d. Medium close-up
 - e. Close-up
 - f. Extreme close-up
- 20) Compose shots using a variety of camera angles to influence viewer perspective.
- 21) Select and apply appropriate lenses to achieve desired visual effects.
- 22) Apply focus techniques to control depth of field and storytelling emphasis.
- 23) Execute basic camera movements to support narrative flow.

7. Lighting for Television Production

Objective: *Students will apply basic television lighting techniques by operating lighting systems, using key lighting principles, and shaping light with accessories to achieve balanced, visually clear, and mood-appropriate scenes.*

- 24) Operate lighting systems using common lighting types, including daylight and tungsten sources.
- 25) Apply key, fill, back, and background lighting to create balanced television lighting.
- 26) Use lighting accessories to shape mood, depth, and clarity within a scene.

8. Sound Design and Audio Capture

Objective: *Students will apply basic sound design and digital audio capture practices by setting up microphones, recording and monitoring audio, using voiceover techniques, managing digital audio files, and comparing production methods such as Foley and ADR to ensure clear and effective sound for television and digital media productions.*

- 27) Set up microphones appropriately for television production, including boom and wireless systems.
- 28) Apply sound techniques to ensure clear and consistent audio.
- 29) Use voice-over techniques to support storytelling.
- 30) Compare and contrast Foley and Automatic Dialogue Replacement (ADR).
- 31) Operate basic digital audio recording, mixing, monitoring, and file management tools used in television production.

9. Editing and Chroma Key Techniques

Objective: *Students will edit and assemble television content by applying basic non-linear editing techniques, managing digital media assets, evaluating continuity and pacing, and compositing layered images using chroma key technology to produce clear and engaging content for broadcast and digital distribution.*

- 31) Demonstrate basic non-linear editing techniques to assemble television content using digital editing software.
- 32) Evaluate edits for continuity, pacing, audience clarity, and effective digital workflow organization.
- 33) Composite layered images using blue or green screen (chroma key).

10. Portfolio Development

Objective: *Students will develop and present a digital television production portfolio by organizing completed projects, managing digital files and metadata, and curating work samples that demonstrate technical skills, storytelling, and understanding of production workflows.*

- 34) Collect and organize completed television production projects using appropriate digital file formats, naming conventions, metadata, and folder structures.
- 35) Select portfolio artifacts that demonstrate foundational skills in scripting, filming, lighting, audio, and editing.
- 36) Present portfolio work through digital presentation or online publishing formats to communicate production purpose, technical decisions, and areas for continued growth.

11. Leadership

Objective: *Students will demonstrate leadership in television production environments by collaborating effectively, fulfilling crew responsibilities, and contributing to professional and efficient team workflows.*

- 37) Demonstrate leadership behaviors such as responsibility, communication, and collaboration during production activities.
- 38) Contribute to team-based productions by supporting assigned roles, meeting deadlines, and participating in shared production goals.
- 39) Participate in critique and feedback processes to improve individual and team performance.

12. Work-Based Learning

Objective: *Students will apply technical and professional skills through work-based learning experiences that connect classroom television production to real-world media industry expectations.*

- 40) Participate in work-based learning experiences such as client-based productions, studio environments, or guest speaker interactions.
- 41) Demonstrate workplace readiness skills including communication, time management, collaboration, and professional behavior.
- 42) Reflect on work-based learning experiences to evaluate skill development and career interests.

13. Final Assessment Project

Objective: *Students will complete a culminating television production project that demonstrates technical proficiency, storytelling, and the ability to follow a structured production workflow.*

43) Plan and produce a final television project that includes pre-production, production, and post-production phases.

44) Present the completed project and explain production decisions, technical choices, and intended audience using appropriate television production terminology.

14. Career and Technical Student Organizations

Objective: *Using the CTSO Resource Document, chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful program of work creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Television Production

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in television production teams, follow verbal directions during studio and field production, participate in critiques, and contribute ideas to complete broadcast projects.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present show concepts, production plans, scripts, and completed television segments to peers and instructors.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply informational texts such as scripts, rundowns,

			shot lists, equipment manuals, broadcast standards, and safety guidelines.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Students use appropriate television and broadcast production vocabulary and adapt language for technical, creative, and audience-focused communication.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write scripts, rundowns, production notes, reflections, and documentation explaining television production processes and decisions.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise scripts and written documentation and refine multimedia work to produce clear, coherent, and polished broadcast-ready content.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research and Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance.	Students research topics, audiences, and production techniques; evaluate sources; and apply ethical practices.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (television careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Film and Television (career pathways, certifications, training)
<https://www.careeronestop.org/>
- Bureau of Labor Statistics – Producers and Directors (job outlook, work environments, wages)
<https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>
- Film Independent (industry careers, professional development, media production)
<https://www.filmindependent.org/>

2. Foundations of Television and Film Production

- BBC Bitesize – Film and TV Production (television basics, genres, media purpose)
<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv>
- StudioBinder Film Production Fundamentals (production overview, concepts, workflows)
<https://www.studiobinder.com/film-production/>
- CrashCourse – Film Production (foundational concepts, production roles, media literacy)
<https://www.youtube.com/@crashcourse>
- National Film Board Media School (film and television fundamentals, storytelling)
<https://www.nfb.ca/education/>

3. Television and Film as Narrative and Culture

- MediaSmarts (media literacy, representation, cultural impact of media)
<https://mediasmarts.ca/>
- BFI Education (film and television storytelling, media and culture)
<https://www.bfi.org.uk/bfi-national-archive/education-research>
- PBS Media Literacy (television and film as cultural narrative)
<https://www.pbs.org/education/>
- BBC Culture – Television (media influence, storytelling, cultural context)
<https://www.bbc.com/culture>

4. Roles and Responsibilities in Television Production

- StudioBinder Production Roles (television crew roles and responsibilities)
<https://www.studiobinder.com/blog/film-crew-roles/>
- Wrapbook – Production Crew Guide (crew positions, collaboration, workflow)
<https://www.wrapbook.com/blog>
- No Film School – Film Crew Basics (production roles, collaboration)
<https://nofilmschool.com/>

- MasterClass – Television Production Roles (industry roles, responsibilities)
<https://www.masterclass.com/articles>

5. PreProduction: Planning and Development

- StudioBinder Preproduction Resources (concept development, budgeting, planning)
<https://www.studiobinder.com/blog/pre-production-film/>
- PBS Producing Basics (planning shows, production preparation)
<https://www.pbs.org/education/>
- BFI Filmmaking Guides (idea development, planning, production strategy)
<https://www.bfi.org.uk/film-academy>
- RocketJump Film School (preproduction planning, production logistics)
<https://www.youtube.com/@RJFilmSchool>

6. Camera Techniques and Visual Composition

- StudioBinder Shot List and Composition Guides (shot types, framing, camera movement)
<https://www.studiobinder.com/blog/shot-list/>
- BBC Academy – Camera Techniques (composition, camera angles, storytelling)
<https://www.bbc.co.uk/academy>
- Film Riot Tutorials (camera techniques, lenses, visual storytelling)
<https://www.youtube.com/@FilmRiot>
- No Film School – Cinematography Basics (camera movement, lenses, composition)
<https://nofilmschool.com/>

7. Lighting for Television Production

- StudioBinder Lighting Basics (three-point lighting, mood, clarity)
<https://www.studiobinder.com/blog/three-point-lighting/>
- BBC Academy – Lighting for TV (television lighting techniques)
<https://www.bbc.co.uk/academy>
- Aputure Lighting Knowledge Base (lighting tools, techniques, visual mood)
<https://www.aputure.com/learn/>
- Film Riot – Lighting Tutorials (practical lighting for television production)
<https://www.youtube.com/@FilmRiot>

8. Sound Design and Audio Capture

- BBC Academy – Sound for Television (audio capture, microphones, monitoring)
<https://www.bbc.co.uk/academy>
- No Film School – Sound for Film and TV (sound design, ADR, Foley basics)
<https://nofilmschool.com/>
- Shure Audio Institute (microphones, audio setup for video production)
<https://www.shure.com/en-US/shure-audio-institute>
- FilmSound.org (sound design, Foley, ADR for picture)
<http://filmsound.org/>

9. Editing and Chroma Key Techniques

- DaVinci Resolve Training (editing workflows, color, chroma key)
<https://www.blackmagicdesign.com/products/davinciresolve/training>
- Adobe Premiere Pro Tutorials (video editing, chroma key, storytelling)
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- BBC Academy – Editing (continuity, pacing, post-production basics)
<https://www.bbc.co.uk/academy>
- RocketJump Film School – Editing (editing techniques, green screen basics)
<https://www.youtube.com/@RJFilmSchool>

10. Portfolio Development

- SoundCloud (media/audio portfolio sharing, publishing projects)
<https://soundcloud.com/>
- Adobe Portfolio (digital portfolio creation, media presentation)
<https://portfolio.adobe.com/>
- Behance (creative portfolios, television/media examples)
<https://www.behance.net/>
- Google Sites (portfolio websites, digital publishing)
<https://sites.google.com/>

11. Leadership

- MindTools – Leadership Skills (communication, teamwork, decision-making)
<https://www.mindtools.com/>
- SkillsYouNeed – Leadership and Teamwork (collaboration, interpersonal skills)
<https://www.skillsyouneed.com/leadership/>
- Edutopia – Student Leadership (project leadership, teamwork)
<https://www.edutopia.org/topic/student-leadership>
- LinkedIn Learning Blog (professional communication, workplace leadership)
<https://www.linkedin.com/business/learning/blog>

12. Work-Based Learning

- CareerOneStop (career readiness, workplace skills, industry expectations)
<https://www.careeronestop.org/>
- Advance CTE – Work-Based Learning Toolkit (industry connections, career preparation)
<https://careertech.org/work-based-learning>
- NACE Career Readiness Competencies (employability skills, workplace expectations)
<https://www.nacweb.org/career-readiness/competencies/>
- PBS LearningMedia – Workplace Skills (communication, collaboration, real-world application)
<https://www.pbslearningmedia.org/>

13. Final Assessment Project

- Adobe Creative Cloud Tutorials (video production, editing workflows)
<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>
- YouTube Creator Academy (publishing, audience engagement, television content)
<https://creatoracademy.youtube.com/>
- Canva Design School (storytelling, presentation skills)
<https://www.canva.com/learn/>
- TED-Ed Student Talks (presentation skills, explaining projects clearly)
https://ed.ted.com/student_talks



Technology Student Association – National Competitive Events

Digital Video Production

Objective: Students will plan, produce, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the story, audience, purpose, genre, visual style, sound needs, and production requirements before filming.
- Create a storyboard, script, shot list, production schedule, or resource plan that guides the production process.
- Capture original video and audio using appropriate camera shots, angles, movement, focus, lighting, microphones, and sound techniques.
- Edit the production using pacing, transitions, sound, titles, graphics, chroma key, and visual storytelling techniques.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Participate in an interview explaining the video concept, production process, technical decisions, creative choices, and theme connection.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>



Technology Student Association – National Competitive Events

On Demand Video

Objective: Students will work as a production team to create, edit, and submit an original short film during an on-site TSA challenge using required criteria revealed at the event orientation.

- Analyze the on-site video prompt, required criteria, filming restrictions, deadline, and submission procedures.
- Plan a short film concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production roles such as producer, director, camera operator, sound director, editor, actor, production assistant, and file manager.
- Capture original footage and audio in approved locations while following TSA conduct, safety, copyright, and filming restrictions.
- Use effective camera shots, angles, movement, lighting, sound, and editing techniques to communicate the story.
- Edit the footage into a complete short video using pacing, transitions, titles, audio balance, and visual storytelling.
- Evaluate the final film using TSA criteria for creativity, communication, production quality, adherence to requirements, and overall impact.

Resources

- Technology Student Association – On Demand Video competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- Canva – Storyboarding, planning, and production graphics
<https://www.canva.com/>



Technology Student Association – National Competitive Events

STEM Mass Media

Objective: Students will research, write, produce, and revise STEM-focused news content that informs a public audience in alignment with TSA STEM Mass Media competition requirements.

- Research the annual STEM Mass Media theme and identify the key information needed for an informative news story.
- Develop a clear story angle, audience focus, and communication purpose for a broadcast-style media product.
- Write news copy, interview questions, narration, voiceover, or anchor scripts that explain technical information accurately and accessibly.
- Produce a digital news broadcast using studio production practices such as crew roles, timing, camera work, lighting, microphones, and switching.
- Use visuals, interviews, narration, graphics, sound, and editing to communicate the story clearly.
- Create a digital news story or article that synthesizes background information, interview details, and evidence.
- Evaluate the final media product using TSA criteria for accuracy, organization, creativity, communication, and technical quality.

Resources

- Technology Student Association – STEM Mass Media competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- NPR Training – Journalism, audio, and storytelling resources
<https://training.npr.org/>
- Poynter – Journalism and media literacy resources
<https://www.poynter.org/>
- Canva – News graphics and presentation design tools
<https://www.canva.com/>