

Adobe Premiere

Level: 3

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Course Catalog Description

Students learn foundational video editing skills in Adobe Premiere, including media organization, editing techniques, effects, audio, and export.

Summary

Introduces the basic concepts and skills of non-linear editing using Adobe Premiere Non-Linear Editing Software. This course covers various editing techniques and how to apply the acquired knowledge to exercises. Develops an understanding of industry standards and expectations for aesthetic and technical merit. Capturing, outputting, and additional software integration will be demonstrated. This guide is based on the 2021 version of *Digital Video Using Adobe Premiere*.

<https://certifiedprofessional.adobe.com/premiere#ExamGuide>

Notes

The updated course represents a shift from a primarily software-focused editing course to a more structured, industry-aligned CTE program. The original course emphasized foundational non-linear editing skills such as timeline editing, trimming, effects, audio mixing, color correction, and exporting workflows, with a strong focus on technical proficiency and integration with other Adobe tools. In contrast, the revised course organizes these skills into clearly defined learning strands aligned with Adobe certification domains, including working in the video industry, project management, and professional workflows. Additionally, the new version expands beyond technical editing by incorporating career exploration, portfolio development, leadership, work-based learning, and a formal final assessment project. These additions strengthen alignment with current CTE expectations by emphasizing employability skills, real-world application, and postsecondary readiness while maintaining core editing competencies.

Student Learning Outcomes

1. Working in the Video Industry

Objective: *Covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and video production knowledge.*

- 1.1) Identify terminology and interpret communication relating to purpose, audience, and project goals for preparing video projects.
 - a. Determine whether content is relevant to the purpose, audience, and audience needs.
 - b. Identify requirements based on how the project will be delivered, distributed, and/or consumed.
 - c. Demonstrate techniques for communicating ideas about project plans with peers and clients.
 - d. Demonstrate basic project management and workflow concepts.
- 1.2) Demonstrate knowledge of accessibility standards and best practices for digital video content.
 - a. Identify and implement captioning, subtitles, audio descriptions, and other assistive elements to meet regulatory requirements and improve user experience
 - b. Apply techniques for clear and legible text overlays, proper color contrast, and audio clarity to enhance accessibility across different viewing platforms and devices.
- 1.3) Assess intellectual property rights, permissions, and licensing requirements.
 - a. Determine legal and ethical considerations for using third-party content.
 - b. Determine when and how to obtain permission to use images, audio, or video.
- 1.4) Demonstrate an understanding of video and audio terminology and knowledge of editorial practices and principles of film form.
 - a. Define video and audio terminology.
 - b. Use visual storytelling techniques and editorial principles and guidelines.
 - c. Define common film form terms and principles.

2. Project Setup and Interface

Objective: *Covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about importing digital assets for a project.*

- 2.1) Create projects and sequences.
 - a. Choose appropriate project settings.
 - b. Create a sequence that matches the delivery requirements.
- 2.2) Navigate, organize, and customize the application workspace.
 - a. Identify, navigate, and manipulate elements of the Premiere interface.
 - b. Organize and customize the workspace.
 - c. Configure application preferences.
 - d. Use the Button Editor.
- 2.3) Use non-visible design tools in the interface to aid in the video editing workflow.
 - a. Controlling and working with the timeline and media.
 - b. Use markers.

- c. Use guides, rulers, and safe margins.
- 2.4) Import assets into a project.
 - a. Import media from various sources.

3. Organizing Video Projects

Objective: *Covers video project structure for efficient workflow.*

- 3.1) Manage assets in a Premiere project.
 - a. Organize assets in the Project panel.
- 3.2) Manage clips, tracks, and sequences.
 - a. Configure sequences and clips in a project.
 - b. Configure tracks for playback and display

4. Creating and Modifying Elements

Objective: *Covers core tools and functionality of the application.*

- 4.1) Assemble a video sequence using a variety of methods and panels.
 - a. Create a rough cut.
- 4.2) Perform text-based editing.
 - a. Create a transcript from a clip
 - b. Modify videos using Text-Based Editing.
 - c. Export transcripts.
- 4.3) Add text and graphics and modify their properties.
 - a. Add text and shapes to a sequence.
 - b. Use controls to modify text and graphic appearance.
 - c. Add and modify captions.
- 4.4) Transform footage within a project.
 - a. Resize clips.
 - b. Trim and refine clips.
 - c. Modify video clip settings.
- 4.5) Use effects to modify clips in a sequence.
 - a. Use color correction methods and tools.
 - b. Apply effect presets.
 - c. Apply effect presets on multiple clips.
 - d. Composite video clips.
- 4.6) Use keyframes to control video properties over time.
 - a. Modify attributes in the Effect Controls Panel and Properties Panel.
 - b. Apply and adjust video effects in the Timeline.
- 4.7) Manage audio in a sequence.
 - a. Apply effects presets.
 - b. Add audio to a sequence.
 - c. Adjust audio on the timeline or using the Effect Controls panel and Essential Sound panel.
 - d. Adjust audio.
 - e. Record audio to the timeline.

5. Publishing Digital Media

Objective: *Covers publishing and exporting video and audio sequences in multiple formats for various publishing platforms.*

- 5.1) Prepare a sequence for export.
 - a. Check a sequence for errors and project specifications.
- 5.2) Prepare sequences for distribution to multiple platforms.
 - a. Create a new version of an existing sequence using Auto Reframe.
- 5.3 Export and archive video and audio sequences.
 - a. Export a single frame, a clip, a range of a sequence, or an entire sequence.
 - b. Export using Adobe Media Encoder.
 - c. Archive a project.

6. Career Exploration and Postsecondary Opportunities

Objective: *Students will analyze career pathways in cinematography and film/video production by exploring industry roles, workplace expectations, required education, certifications, professional organizations, and postsecondary opportunities available in Colorado in order to make informed academic and career decisions.*

- 6.1) 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
- 6.2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 6.3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 6.4) 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

7. Portfolio Development and Presentation

Objective: *Students will develop and present a professional video editing portfolio by curating completed projects, documenting editing workflows, reflecting on creative and technical growth, and organizing artifacts that demonstrate readiness for postsecondary education or careers in media production.*

- 7.1) Curate portfolio artifacts that demonstrate editing skills, storytelling, and technical proficiency.
- 7.2) Organize portfolio materials including edited videos, timelines, screenshots, and reflections.
- 7.3) Present and explain portfolio selections using appropriate video editing and post-production terminology.

8. Leadership

Objective: *Students will demonstrate leadership in post-production environments by applying communication, collaboration, initiative, responsibility, and ethical decision-making skills to support team effectiveness and successful video production outcomes.*

- 8.1) Demonstrate leadership skills through communication, initiative, accountability, and professional behavior.
- 8.2) Collaborate effectively by contributing to team goals, resolving challenges, and supporting project completion.
- 8.3) Participate in leadership experiences such as CTSO involvement, editing team roles, or peer mentoring.

9. Work-Based Learning

Objective: *Students will connect classroom learning to industry practice by participating in work-based learning experiences, applying technical and employability skills, and reflecting on professional expectations within video editing and media production careers.*

- 9.1) Participate in career-connected experiences such as client-based projects, internships, or industry simulations.
- 9.2) Demonstrate employability skills including time management, communication, adaptability, and professionalism.
- 9.3) Reflect on work-based learning experiences to evaluate skill development and career readiness.

10. Final Assessment Project

Objective: *Students will complete a final video production project that demonstrates mastery of editing techniques, storytelling, audio/visual integration, and publishing workflows through planning, production, editing, presentation, and evaluation.*

- 10.1) Plan and produce a final edited video project integrating multiple editing techniques and effects.
- 10.2) Present the completed project with supporting materials such as project plans, timelines, or editing notes.
- 10.3) Evaluate project outcomes using feedback, self-assessment, and established criteria.

11. 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: Adobe Premiere

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 post-production teams, follow feedback during critique, and contribute ideas to improve editing and storytelling outcomes.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present edited video projects and explain editing choices, narrative flow, pacing, and technical decisions.
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 including project briefs, editing workflows, software tutorials, export

			specifications, and media 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 video editing and post-production vocabulary in technical discussions and creative collaboration.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write editing logs, production notes, reflections, and documentation explaining post-production processes and creative 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 written documentation and refine edited sequences to produce clear, coherent, and polished video projects.
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; and use it ethically to answer complex questions.	Students research editing techniques, styles, and media sources; evaluate content; and apply ethical practices including copyright, fair use, and attribution.

Free Resource Links

6. Career Exploration and Postsecondary Opportunities

- Adobe Certified Professional – Premiere Pro Exam Guide (Certification, Career Readiness)
<https://certifiedprofessional.adobe.com/premiere#ExamGuide>
- O*NET Film and Video Editors (Job Outlook, Skills, Work Environment)
<https://www.onetonline.org/link/summary/27-4031.00>
- Bureau of Labor Statistics – Film and Video Editors (Career Outlook, Salary, Education)
<https://www.bls.gov/ooh/media-and-communication/film-and-video-editors.htm>
- Colorado Community College System Programs (Postsecondary Pathways, Colorado Programs)
<https://cccs.edu/programs/>

7. Portfolio Development and Presentation

- Adobe Portfolio Guide (Digital Portfolio Development, Presentation)
<https://helpx.adobe.com/portfolio/get-started.html>
- Vimeo Video School (Video Portfolio, Presentation Techniques)
<https://vimeo.com/blog/category/video-school/>
- Behance Portfolio Platform (Portfolio Examples, Creative Industry Standards)
<https://www.behance.net>
- Canva Video Portfolio Tips (Portfolio Organization, Branding)
<https://www.canva.com/learn/portfolio/>

8. Leadership

- Indeed Leadership Skills Guide (Professional Communication, Workplace Skills)
<https://www.indeed.com/career-advice/career-development/leadership-skills>
- MindTools Leadership Resources (Leadership Development, Teamwork)
https://www.mindtools.com/pages/main/newMN_LDR.htm
- Edutopia Collaboration Resources (Teamwork, Project-Based Learning)
<https://www.edutopia.org/topic/collaboration>

9. Work-Based Learning

- NAF Work-Based Learning Continuum (Work-Based Learning, Career Readiness)
<https://naf.org/work-based-learning/>
- Trello Project Management Guide (Production Workflow, Team Collaboration)
<https://trello.com/guide>
- Adobe Premiere Pro Tutorials (Editing Skills, Real-World Projects)
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- Indeed Soft Skills Guide (Professionalism, Workplace Behavior)
<https://www.indeed.com/career-advice/resumes-cover-letters/soft-skills>

10. Final Assessment Project

- Adobe Creative Cloud Learn (Project-Based Learning, Video Production Process)
<https://creativecloud.adobe.com/learn>
- Google Design Sprint Kit (Project Planning, Creative Problem Solving)
<https://designsprintkit.withgoogle.com/>
- StudioBinder Production Guides (Video Planning, Storytelling, Pre-Production)
<https://www.studiobinder.com/blog/>
- RubiStar Rubric Maker (Assessment, Project Evaluation)
<http://rubistar.4teachers.org/index.php>



Technology Student Association – National Competitive Events

Digital Video Production

Objective: Students will plan, edit, 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, visual style, pacing, emotional content, and technical requirements before editing.
- Organize media assets, footage, audio, graphics, titles, and project files using appropriate editing workflow practices.
- Edit the production using timeline editing, trimming, transitions, audio mixing, effects, titles, compositing, color correction, and visual storytelling techniques.
- Apply narrative, technical, and emotional continuity to improve clarity, flow, and audience impact.
- 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, editing 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>
- Adobe After Effects – Motion graphics and visual effects tools
<https://www.adobe.com/products/aftereffects.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>



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 video concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Organize footage, audio, graphics, and project files for an efficient short-form editing workflow.
- Edit the footage into a complete short video using timeline editing, trimming, transitions, sound, titles, pacing, and visual storytelling.
- Apply effects, motion parameters, speed changes, compositing, or color correction when they strengthen the final production.
- Troubleshoot editing, audio, format, export, or submission issues within the competition time limit.
- Evaluate the final video 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, edit, 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 media story.
- Develop a clear story angle, audience focus, segment structure, and communication purpose.
- Write or revise news copy, interview questions, narration, voiceover, anchor scripts, or rundowns for a broadcast-style media product.
- Edit video, audio, graphics, titles, interviews, and B-roll into a clear and polished news package.
- Apply pacing, continuity, audio mixing, titles, color correction, and visual hierarchy to improve audience understanding.
- Revise the media product for accuracy, organization, sound quality, visual clarity, pacing, and professionalism.
- 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>
- Adobe Premiere Pro – Video editing and broadcast production tools
<https://www.adobe.com/products/premiere.html>
- NPR Training – Journalism, audio, and storytelling resources
<https://training.npr.org/>
- Poynter – Journalism and media literacy resources
<https://www.poynter.org/>