

Advanced Television Production

Level: 3

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Aligns with: RTV 2002 Advanced Television Production

Course Catalog Description

Develops advanced digital television production skills through scriptwriting, producing, directing, on-camera performance, digital studio and field production, non-linear editing, cloud-based collaboration, graphics creation, and streaming workflows using industry-standard software and connected production systems.

Summary

Builds advanced knowledge and skills in digitally based television production through studio, field, and online production applications. Emphasizes digital studio operations, news story development, production planning, scriptwriting, producing, directing, on-camera performance, single-camera and multi-camera digital workflows, non-linear editing, cloud media management, graphics, switching, streaming, and visual presentation to create professional-quality broadcast and digital media content. Examines legal, ethical, copyright, and institutional broadcasting practices as they apply to television, streaming, and digital media production.

Notes

The updated course reflects a strong evolution from the original A/B course by expanding from a primarily studio-based, broadcast-focused curriculum into a fully integrated, digitally driven media production program. The original course emphasized core competencies such as news story development, scriptwriting, directing, on-camera performance, multi-camera production, effects, and basic legal/ethical considerations within traditional television environments. In contrast, the revised course restructures these topics into clearly defined learning strands that span advanced digital studio workflows, cloud-based collaboration, streaming, and multi-platform production, while deepening expectations for technical proficiency and production management. Additionally, the new course introduces comprehensive career readiness components—including portfolio development, leadership, work-based learning, and a culminating final assessment project—which were not formally embedded in the original. Overall, the update modernizes the course by aligning it with current industry practices, emphasizing digital production ecosystems, and strengthening connections to postsecondary pathways and workforce expectations.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will evaluate and refine career pathways in digital cinematography, broadcast, streaming, and advanced television/media production by analyzing professional roles, digital tools, work environments, certifications, ethical and legal responsibilities, professional organizations, and Colorado postsecondary education options to plan for advanced training and industry participation.*

- 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. Advanced Digital Television Studio Operations

Objective: *Students will demonstrate advanced digital studio production proficiency by managing connected studio workflows, coordinating camera, lighting, audio, graphics, switching, recording, and direction, and applying industry-standard digital procedures to single-camera and multi-camera productions in both studio and field environments.*

- 5) Demonstrate advanced operational skills within a digital television production studio environment using software-based and networked production systems.
- 6) Analyze digital studio workflows, including camera operation, lighting, audio, graphics, capture, storage, and studio direction.
- 7) Apply industry-standard digital procedures to manage single-camera and multi-camera productions in studio, field, and hybrid live-streaming settings.

3. Digital News Story Development and Production Planning

Objective: *Students will develop and evaluate digital television news and studio productions by researching and structuring stories, creating scripts, rundowns, and digital asset plans, planning full newscasts or streams, and assessing story flow and production effectiveness in completed broadcasts and online media deliveries.*

- 8) Analyze and develop digital television news stories using proper formatting, structure, metadata, and journalistic standards.
- 9) Plan and organize a local television newscast, livestream, or studio production using available digital production resources and collaborative planning tools.
- 10) Create scripts, production rundowns, and digital asset management plans that support effective producing and directing practices.
- 11) Evaluate the effectiveness of story structure and production flow in completed broadcasts.

4. Digital Scriptwriting, Producing, and Directing Techniques

Objective: *Students will apply advanced digital producing, directing, and scriptwriting techniques by coordinating talent, crew, and technical elements; sequencing content intentionally across broadcast and online platforms; and analyzing creative decisions to ensure clarity, pacing, accessibility, and audience engagement.*

- 12) Apply advanced techniques in scriptwriting for broadcast news and studio productions.
- 13) Demonstrate producing and directing skills that coordinate talent, crew, and technical elements.
- 14) Analyze creative sequencing and production decisions to ensure clarity, pacing, and audience engagement.

5. On-Camera Performance and Digital ENG/EFP Production

Objective: *Students will apply professional on-camera and digital field production techniques by performing with broadcast discipline, analyzing composition, lighting, sound, movement, and recording formats in ENG and EFP contexts, and evaluating productions for technical quality and storytelling effectiveness across broadcast and streaming environments.*

- 15) Apply professional on-camera techniques and discipline in news, studio, field, and digitally distributed productions.
- 16) Analyze shot composition, lighting, audio, camera movement, and recording formats in ENG (Electronic News Gathering) and EFP (Electronic Field Production).
- 17) Evaluate local television productions based on technical quality, visual storytelling, and production intent.

6. Multi-Camera Digital Field and Studio Production

Objective: *Students will execute and adapt multi-camera digital production strategies by coordinating camera switching, audio control, graphics playback, recording, streaming, and real-time crew communication while analyzing production challenges and adjusting techniques for varied studio and field settings.*

- 18) Demonstrate proficiency in multi-camera digital production techniques across studio, field, and live-streaming environments.
- 19) Apply coordinated camera switching, audio control, graphics playback, and crew communication during live, recorded, or streamed productions.

20) Analyze production challenges and adapt techniques to meet the demands of different production settings.

7. Advanced Digital Video Effects and Switching Operations

Objective: *Students will analyze and apply advanced digital switching and visual effects techniques by operating software-based or hardware-integrated video switchers, integrating graphics, transitions, overlays, and media playback, and evaluating the appropriate use of effects and formats to maintain production quality, accessibility, and audience clarity.*

21) Analyze and apply advanced digital video effects, graphics, overlays, and transitions to enhance television and streaming productions.

22) Operate digital video switching systems to support live, recorded, and streamed broadcasts.

23) Evaluate the appropriate use of effects and formats to maintain production quality and audience clarity.

8. Digital Sets, Graphics, and Visual Presentation

Objective: *Students will design and evaluate digital visual production elements by applying principles of set design, virtual or physical staging, on-screen graphics, lower thirds, titles, and brand systems; creating cohesive visual components aligned to program goals; and analyzing how visual choices support storytelling and professional presentation standards.*

24) Apply principles of digital set design and graphics to support branding, storytelling, and visual coherence.

25) Analyze how sets and on-screen graphics contribute to viewer understanding and production professionalism.

26) Create digital visual production elements that align with program goals, platform needs, and broadcast standards.

9. Legal, Ethical, and Institutional Broadcasting Practices

Objective: *Students will apply legal, ethical, and institutional broadcasting standards by analyzing media law, copyright, privacy, platform policies, and ethical guidelines, and evaluating broadcast and digital distribution formats for compliance, purpose, and appropriate audience use.*

27) Explain legal and ethical responsibilities associated with television production and broadcasting.

28) Analyze the role of copyright, media law, and ethical guidelines in production decision-making.

29) Evaluate institutional video and alternative broadcasting formats for compliance, purpose, and audience use.

10. Portfolio Development

Objective: *Students will develop a professional digital production portfolio by selecting, curating, revising, and presenting broadcast, streaming, and video work samples that document technical growth, creative decision-making, and readiness for postsecondary education or employment.*

- 30) Curate a digital portfolio of broadcast, streaming, and television production artifacts that demonstrate technical skill, creativity, and growth over time.
- 31) Analyze and revise portfolio selections using feedback, reflection, quality criteria, and digital presentation standards aligned to industry and program expectations.
- 32) Present completed work with written or verbal rationale that explains production choices, individual contributions, and career readiness.

11. Leadership

Objective: *Students will demonstrate leadership in broadcast and production settings by communicating effectively, managing responsibilities, supporting team performance, and applying professional decision-making in collaborative production environments.*

- 33) Demonstrate leadership behaviors that promote accountability, collaboration, and productive communication during television production projects.
- 34) Apply conflict resolution, delegation, and time management strategies to support team goals and production deadlines.
- 35) Evaluate personal leadership strengths and areas for growth through reflection on team roles, project outcomes, and professional conduct.

12. Work-Based Learning

Objective: *Students will connect classroom learning to industry practice by participating in work-based learning experiences, documenting employability skills, and evaluating how professional expectations apply to digital broadcast, streaming, and media production careers.*

- 36) Participate in work-based learning experiences such as job shadows, client projects, interviews, mentorships, or internships related to media production.
- 37) Document workplace expectations, technical practices, and employability skills observed or applied during work-based learning experiences.
- 38) Analyze how work-based learning experiences inform career goals, professional readiness, and future training decisions.

13. Final Assessment Project

Objective: *Students will synthesize advanced digital television production knowledge and skills through a culminating project by planning, producing, revising, and presenting a professional-quality broadcast, stream, or video production that demonstrates technical proficiency, creative direction, collaboration, digital workflow management, and reflective evaluation.*

- 39) Plan and manage a culminating television or video production project that integrates pre-production, production, and post-production processes.
- 40) Produce a final broadcast or video product that demonstrates effective technical execution, storytelling, visual design, and adherence to legal and ethical standards.
- 41) Evaluate the completed project using feedback, production criteria, and self-reflection to identify strengths, challenges, and next steps for growth.

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: Advanced 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 advanced digital television production roles, coordinate studio, field, and online teams, follow complex verbal cues, and engage in critique to refine professional-level broadcast and streamed media work.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present show proposals, production workflows, on-air plans, streaming strategies, and completed broadcast segments to peers, instructors, and authentic

			audiences.
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 advanced informational texts including scripts, rundowns, production schedules, broadcast standards, platform guidelines, metadata conventions, and technical manuals.
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 precise broadcast and television production vocabulary and adapt language for newsroom communication, technical coordination, and audience delivery.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write scripts, rundowns, show proposals, production notes, reflections, captions, and documentation explaining advanced digital television production 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, captions, and written documentation and refine multimedia work to produce clear, coherent,

			accessible, and broadcast-ready professional 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; and use it ethically to answer complex questions.	Students research topics, audiences, platforms, production formats, and industry practices; evaluate sources; and apply ethical and legal standards including copyright, fair use, privacy, and digital distribution regulations.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (television production careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Broadcast and Television Careers (career pathways, certifications, training)
<https://www.careeronestop.org/>
- Bureau of Labor Statistics – Broadcast Technicians (job outlook, wages, work environments)
<https://www.bls.gov/ooh/media-and-communication/broadcast-technicians.htm>
- National Association of Broadcasters (NAB) (broadcast careers, professional organizations)
<https://www.nab.org/>

2. Advanced Digital Television Studio Operations

- BBC Academy – Studio Production (studio workflows, camera, lighting, audio operations)
<https://www.bbc.co.uk/academy>
- StudioBinder – Television Studio Production (single-camera and multi-camera studio workflows)
<https://www.studiobinder.com/>
- NewTek Education (live studio production systems, switching operations)
<https://www.newtek.com/>
- PBS LearningMedia – Television Production (studio production practices and concepts)
<https://www.pbslearningmedia.org/>

3. Digital News Story Development and Production Planning

- Poynter Institute (news writing, journalism standards, story development)
<https://www.poynter.org/>
- PBS Student Reporting Labs (news production, rundowns, newsroom workflows)
<https://studentreportinglabs.org/>
- BBC Academy – Journalism Training (news scripting, story structure, rundowns)
<https://www.bbc.co.uk/academy>
- Radio Television Digital News Association (RTDNA) (broadcast journalism resources)
<https://www.rtdna.org/>

4. Digital Scriptwriting, Producing, and Directing Techniques

- StudioBinder – Producing and Directing for Television (scripts, rundowns, directing decisions)
<https://www.studiobinder.com/>

- No Film School – Television Producing and Directing (studio directing, creative sequencing)
<https://nofilmschool.com/>
- BBC Academy – Directing Live Television (producing and directing techniques)
<https://www.bbc.co.uk/academy>
- MasterClass – Television Producing Articles (producing and directing concepts)
<https://www.masterclass.com/articles>

5. On-Camera Performance and Digital ENG/EFP Production

- BBC Academy – On-Camera Presentation (broadcast performance, on-air discipline)
<https://www.bbc.co.uk/academy>
- PBS Media Training (ENG and EFP production, field reporting techniques)
<https://www.pbs.org/education/>
- StudioBinder – ENG and EFP Production (field production workflows and analysis)
<https://www.studiobinder.com/>
- RTDNA Training Resources (evaluating field production and storytelling quality)
<https://www.rtdna.org/>

6. Multi-Camera Digital Field and Studio Production

- NewTek University (multi-camera coordination, live switching)
<https://www.newtek.com/>
- StudioBinder – Multi-Camera Production (camera switching, crew communication)
<https://www.studiobinder.com/>
- BBC Academy – Multi-Camera Directing (studio and field multi-camera techniques)
<https://www.bbc.co.uk/academy>
- Film Riot – Multi-Camera Techniques (camera coordination and live production)
<https://www.youtube.com/@FilmRiot>

7. Advanced Digital Video Effects and Switching Operations

- Blackmagic Design Training (video switching, effects, chroma key)
<https://www.blackmagicdesign.com/training>
- OBS Project (live switching, transitions, broadcast effects)
<https://obsproject.com/>
- BBC Academy – Live Production Effects (graphics, effects, transitions)
<https://www.bbc.co.uk/academy>
- No Film School – Video Switching (creative use of switching and effects)
<https://nofilmschool.com/>

8. Digital Sets, Graphics, and Visual Presentation

- StudioBinder – Television Set and Graphics Design (sets, graphics, visual branding)
<https://www.studiobinder.com/>
- BBC Academy – Visual Design for Television (sets, graphics, viewer clarity)
<https://www.bbc.co.uk/academy>
- Canva Design School (broadcast graphics, titles, visual hierarchy)
<https://www.canva.com/learn/>
- PBS Brand Guidelines (visual presentation and consistency)
<https://www.pbs.org/>

9. Legal, Ethical, and Institutional Broadcasting Practices

- Federal Communications Commission (FCC) (broadcast regulations, compliance)
<https://www.fcc.gov/>
- RTDNA Code of Ethics (ethical journalism and broadcasting standards)
<https://www.rtdna.org/>
- Poynter – Media Ethics (ethical decision-making in broadcast media)
<https://www.poynter.org/ethics/>
- U.S. Copyright Office – Education Resources (copyright and media law basics)
<https://www.copyright.gov/education/>

10. Portfolio Development

- ArtStation (portfolio development, showcasing broadcast and media work)
<https://www.artstation.com/>
- Adobe Portfolio (professional portfolios, presentation of creative work)
<https://portfolio.adobe.com/>
- Frame.io Blog – Showreels (video portfolios, demo reels, feedback and revision)
<https://blog.frame.io/>
- WeAreDevelopers Portfolio Guide (portfolio building, project presentation strategies)
<https://www.wearedevelopers.com/magazine/how-to-build-a-portfolio>

11. Leadership

- MindTools – Leadership Skills (team leadership, communication, decision-making)
https://www.mindtools.com/pages/main/newMN_LDR.htm
- SkillsYouNeed – Leadership (conflict resolution, collaboration, professional communication)
<https://www.skillsyouneed.com/lead/>
- TED Talks – Leadership (leadership perspectives, communication and influence)
<https://www.ted.com/topics/leadership>
- National Society of Leadership and Success (leadership development, goal setting)
<https://www.nsls.org/>

12. Work-Based Learning

- CareerOneStop – Work-Based Learning (internships, apprenticeships, career exploration)
<https://www.careeronestop.org/ExploreCareers/learn/work-based-learning.aspx>
- Colorado Work-Based Learning (state guidance, employer connections, WBL models)
<https://cdle.colorado.gov/work-based-learning>
- ACTE Work-Based Learning Resources (employability skills, career readiness)
<https://www.acteonline.org/professional-development/work-based-learning/>
- Xello Career Readiness (career planning, reflection tools, WBL support)
<https://xello.world/en/>

13. Final Assessment Project

- PBS LearningMedia – Media Production (project ideas, assessment, classroom resources)
<https://www.pbslearningmedia.org/>
- Behind the Scenes (career pathways, authentic production experience connections)
<https://btshelp.org/>
- Film Riot (YouTube) (project-based filmmaking, production techniques)
<https://www.youtube.com/@filmriot>
- Rubistar (project rubrics, assessment tools)
<https://www.rcampus.com/rubistar/>



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 news format with a clear story angle, audience focus, segment structure, and broadcast purpose.
- Write news copy, interview questions, narration, voiceover, anchor scripts, or rundowns using appropriate broadcast style.
- Produce a digital news broadcast using advanced studio production practices such as directing, camera work, switching, lighting, sound, graphics, and timing.
- Use visuals, interviews, B-roll, graphics, titles, narration, and editing to communicate the story clearly.
- Revise the media product for accuracy, organization, sound quality, visual clarity, pacing, and professional presentation.
- 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/>



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 pre-production materials such as a script, storyboard, shot list, production schedule, rundown, or directing plan.
- Capture original video and audio using appropriate single-camera or multi-camera production techniques, lighting, sound, graphics, and studio direction.
- Edit the production using pacing, transitions, sound, titles, graphics, chroma key, effects, 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 video concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production roles such as producer, director, camera operator, sound operator, editor, graphics designer, 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, lighting, sound, direction of talent, graphics, and visual composition to communicate the story.
- Edit the footage into a complete short video using pacing, transitions, audio balance, titles, effects, and visual storytelling.
- 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/>