

## Filmmaking

**Level:** 3

**Career Cluster:** Media Arts

**Program:** Media Production and Broadcasting

**Pathway:** Cinematography and Film/Video Production

### Course Catalog Description

Students plan, produce, edit, and evaluate original digital film and video projects while applying storytelling, digital production workflows, online collaboration, cloud-based file management, and professional media practices.

### Summary

Students develop digital filmmaking knowledge and skills across the full production process, from career exploration and digital pre-production planning to shooting, editing, publishing, and online distribution. Students create original film and video projects by writing scripts, developing digital storyboards and shot lists, organizing production plans with collaborative tools, capturing media with digital cameras and audio equipment, and working with cast and crew in shared production workflows. They also edit and refine media using digital post-production software, manage files and assets in organized digital environments, publish work for web-based platforms, evaluate completed projects using feedback and analytics, and demonstrate professional, ethical, and responsible digital media production practices.

### Notes

The updated course reflects a clear transition from a traditional, technique-focused filmmaking course to a more structured, industry-aligned CTE program. The original course concentrated on foundational filmmaking skills such as camera operation, shot composition, editing, and production processes, with an emphasis on completing film projects and understanding basic storytelling techniques. In contrast, the revised course organizes these skills into clearly defined learning strands that align with the full production workflow (pre-production, production, post-production) while strengthening expectations for planning, scripting, collaboration, and technical execution. Additionally, the new version introduces expanded components such as career exploration, portfolio development, leadership, work-based learning, and a formal final assessment project. These updates enhance the course by emphasizing real-world application, employability skills, and postsecondary readiness, while maintaining the core filmmaking competencies from the original curriculum.

## Student Learning Outcomes

### 1. Career Exploration and Postsecondary Opportunities

**Objective:** *Students will explore and evaluate career pathways in digital cinematography and film/video production by examining professional roles, digital tools, online platforms, work environments, certifications, ethical and legal expectations, professional organizations, and Colorado postsecondary education options 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. Pre-Production: Planning and Creative Development

**Objective:** *Students will plan and design digital film productions by developing original scripts, analyzing narrative structure, creating digital storyboards and shot lists, preparing budgets and schedules with collaborative tools, evaluating crew and resource needs, and aligning creative goals with available equipment, software, time, and distribution requirements.*

- 5) Develop an original digital script for a film or video production that demonstrates narrative structure and purpose.
- 6) Analyze a script to build a digital storyboard, shot list, and shared planning documents.
- 7) Explain basic digital budgeting and asset-tracking principles for film and video production.
- 8) Design a digital production plan that aligns creative goals with budget, software, and available equipment.
- 9) Inventory and evaluate project needs, including locations, equipment, props, and talent.
- 10) Create a digital production schedule that organizes shots, deadlines, and shared workflow tasks efficiently and logically.
- 11) Assess crew roles and staffing needs based on the scope of the production.

### 3. Production: Directing, Shooting and Collaboration

**Objective:** Students will execute digital film productions collaboratively by organizing production activities, operating digital cameras, audio, lighting, and support equipment, working effectively with talent and crew through shared workflows, managing time efficiently, and adapting production strategies to resolve technical and creative challenges while maintaining artistic intent.

- 12) Organize and initiate a digital film or video project following an established production plan and shared workflow.
- 13) Demonstrate proficient use of cameras, audio equipment, lighting, and support gear.
- 14) Collaborate effectively with actors/talent and crew using digital communication, file-sharing, and production management tools to execute the production vision.
- 15) Apply time-management strategies to prioritize tasks and maximize production value.
- 16) Identify technical issues such as lighting, audio, camera, or continuity problems during production.
- 17) Adapt production strategies to resolve challenges while maintaining creative intent.

### 4. Post-Production: Editing and Assembly

**Objective:** Students will edit and assemble film projects by importing and organizing media assets, constructing rough and refined cuts, integrating audio and visual elements, applying transitions and effects, analyzing pacing and continuity, and restructuring content to strengthen narrative clarity and storytelling impact.

- 18) Import and organize video, audio, and graphic assets into a digital editing environment using consistent file structures and naming conventions.
- 19) Construct a rough cut that establishes story structure and pacing.
- 20) Preview footage and sequences using multiple viewing tools to evaluate edits.
- 21) Trim clips using appropriate tools to refine timing and continuity.
- 22) Integrate audio elements including dialogue, sound effects, and music.
- 23) Apply transitions to support narrative flow and continuity.
- 24) Analyze the effectiveness of transitions, effects, and timing.
- 25) Split and rearrange clips to improve structure and storytelling.
- 26) Apply basic special effects to enhance visual impact where appropriate.

### 5. Finishing, Exporting and Distribution

**Objective:** Students will finalize and prepare films for distribution by evaluating completed projects for narrative effectiveness, technical accuracy, and emotional impact; applying quality-control practices; and exporting finished films using appropriate formats and settings for intended audiences and platforms.

- 27) Evaluate the completed edit for narrative clarity, technical accuracy, and emotional impact.
- 28) Export a finished film using appropriate digital formats, compression settings, and platform specifications for distribution.
- 29) Demonstrate quality-control practices prior to final delivery.

## 6. Professional Practice and Creative Problem-Solving

**Objective:** Students will demonstrate professional and ethical filmmaking practices by solving creative and technical challenges across all phases of production, reflecting on individual and team performance, and applying responsible media creation standards related to collaboration, attribution, and industry conduct.

- 30) Solve creative and technical challenges across all phases of filmmaking.
- 31) Reflect on personal and team performance throughout the production process.
- 32) Apply ethical and professional standards related to collaboration, attribution, and responsible media creation.

## 7. Portfolio Development and Presentation

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

- 33) Curate digital portfolio artifacts that demonstrate filmmaking knowledge, technical skill, and creative growth.
- 34) Organize digital portfolio materials including scripts, storyboards, shot lists, edit files, and completed media projects.
- 35) Present and explain portfolio selections using appropriate filmmaking vocabulary and professional communication.

## 8. Leadership

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

- 36) Demonstrate leadership skills through communication, initiative, accountability, and professional behavior.
- 37) Collaborate effectively by contributing to production goals, resolving challenges, and supporting team success.
- 38) Participate in leadership experiences such as CTSO involvement, crew leadership roles, or peer mentoring.

## 9. Work-Based Learning

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

- 39) Participate in career-connected experiences such as virtual mentorships, client-based digital projects, job shadows, or internships.

40) Demonstrate employability skills including punctuality, communication, adaptability, and professionalism.

41) Reflect on work-based learning experiences to evaluate skill development, career interests, and future pathways.

## 10. Final Assessment Project

**Objective:** Students will complete a final digital filmmaking project that demonstrates mastery of storytelling, technical production, collaboration, and post-production skills through planning, production, editing, online presentation, and reflection.

42) Plan and produce a final digital film project that integrates pre-production, production, post-production, and digital delivery processes.

43) Present the completed project with supporting documentation such as scripts, shot lists, or production notes.

44) 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: Filmmaking

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       |             | Students collaborate in film production teams, assume specialized roles, follow verbal direction on set, and participate in critique to achieve shared production goals. |
| Standard 1: Oral Expression and Listening | Prepared Graduate 2 – Oral Presentations  |             | Students pitch film concepts, present story ideas, production plans, and screen completed films for peers and authentic audiences.                                       |
| Standard 2: Reading for All Purposes      | Prepared Graduate 4 – Informational Texts |             | Students read and apply informational texts such as scripts, storyboards, shot lists, call sheets, equipment manuals, and safety guidelines.                             |
| Standard 2:                               | Prepared Graduate                         |             | Students use                                                                                                                                                             |

|                                         |                                             |  |                                                                                                                                                                            |
|-----------------------------------------|---------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading for All Purposes                | 5 – Language in Context                     |  | appropriate filmmaking and media production vocabulary and adapt language for technical crews, creative collaboration, and audience communication.                         |
| Standard 3: Writing and Composition     | Prepared Graduate 7 – Informational Writing |  | Students write scripts, treatments, production notes, reflections, and documentation explaining filmmaking processes and creative decisions.                               |
| Standard 3: Writing and Composition     | Prepared Graduate 8 – Narrative Writing     |  | Students craft narratives through screenwriting, visual sequencing, storyboarding, and cinematic storytelling techniques.                                                  |
| Standard 3: Writing and Composition     | Prepared Graduate 9 – Writing Process       |  | Students revise script/documentation and refine visual storytelling elements to produce polished, professional films.                                                      |
| Standard 4: Research Inquiry and Design | Prepared Graduate 10 – Research and Ethics  |  | Students research film genres, techniques, audiences, and sources; evaluate information; and apply ethical practices including copyright, fair use, and media attribution. |

## Free Resource Links

### 1. Career Exploration and Postsecondary Opportunities

- My Next Move (filmmaking careers, job duties, education pathways)  
<https://www.mynextmove.org/>
- CareerOneStop – Film and Video Careers (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 (film industry careers, professional development, resources)  
<https://www.filmindependent.org/>

### 2. PreProduction: Planning and Creative Development

- StudioBinder – Preproduction Guides (scripts, storyboards, shot lists, production planning)  
<https://www.studiobinder.com/blog/pre-production-film/>
- RocketJump Film School (story development, planning, crew preparation)  
<https://www.youtube.com/@RJFilmSchool>
- BFI Filmmaking Guides (creative development, planning workflow)  
<https://www.bfi.org.uk/film-academy>
- No Film School – Preproduction (script breakdowns, planning techniques)  
<https://nofilmschool.com/>

### 3. Production: Directing, Shooting and Collaboration

- Film Riot (camera operation, lighting, on-set techniques)  
<https://www.youtube.com/@FilmRiot>
- StudioBinder – Film Production Techniques (directing, crew collaboration, on-set workflow)  
<https://www.studiobinder.com/film-production/>
- No Film School – Directing and Shooting (production challenges, creative problem-solving)  
<https://nofilmschool.com/>
- BBC Academy – Filmmaking (professional shooting and collaboration practices)  
<https://www.bbc.co.uk/academy>

### 4. PostProduction: Editing and Assembly

- DaVinci Resolve Training (video editing, pacing, transitions)  
<https://www.blackmagicdesign.com/products/davinciresolve/training>
- Adobe Premiere Pro Tutorials (editing tools, storytelling through editing)  
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- RocketJump Film School – Editing (rough cuts, refining edits, continuity)  
<https://www.youtube.com/@RJFilmSchool>

- No Film School – Post Production (editing workflows, narrative structure)  
<https://nofilmschool.com/>

## 5. Finishing, Exporting and Distribution

- YouTube Creator Academy (exporting, publishing, audience reach)  
<https://creatoracademy.youtube.com/>
- Vimeo Video School (export settings, showcasing films, distribution basics)  
<https://vimeo.com/blog/category/video-school>
- Adobe Export and Delivery Guides (formats, compression, quality control)  
<https://helpx.adobe.com/>
- HubSpot – Video Distribution Basics (distribution platforms, audience targeting)  
<https://blog.hubspot.com/marketing/video>

## 6. Professional Practice and Creative Problem Solving

- Creative Commons (copyright, attribution, responsible media use)  
<https://creativecommons.org/>
- Stanford Copyright and Fair Use Center (ethical media creation, fair use)  
<https://fairuse.stanford.edu/>
- Backstage – Filmmaker Resources (professional conduct, collaboration)  
<https://www.backstage.com/magazine/>
- Film Courage (problem-solving, creative challenges, professional growth)  
<https://filmcourage.com/>

## 7. Portfolio Development and Presentation

- Frame.io Blog – Showreels (video portfolios, demo reels, revision and feedback)  
<https://blog.frame.io/>
- Adobe Portfolio (professional portfolios, showcasing film work)  
<https://portfolio.adobe.com/>
- ArtStation (creative portfolios, visual storytelling work)  
<https://www.artstation.com/>
- Canva Presentation Templates (portfolio presentation, visual organization)  
<https://www.canva.com/presentations/templates/>

## 8. Leadership

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

## 9. 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)  
<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/>
- Film Independent (industry connections, filmmaking careers, networking)  
<https://www.film-independent.org/>

## 10. Final Assessment Project

- PBS LearningMedia – Media Projects (project ideas, assessment, rubrics)  
<https://www.pbslearningmedia.org/>
- Film Riot (project-based filmmaking, production techniques)  
<https://www.youtube.com/@filmriot>
- BFI Film Academy (project examples, storytelling, production)  
<https://www.bfi.org.uk/film-academy>
- Rubistar (project rubrics, assessment tools)  
<https://www.rcampus.com/rubistar/>



## Technology Student Association – National Competitive Event

### Digital Video Production

**Objective:** *Students will plan, produce, document, edit, 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, sound needs, production requirements, and available equipment before filming.
- Create pre-production materials such as a script, storyboard, shot list, production schedule, budget, or resource plan.
- Capture original video and audio using appropriate camera operation, composition, lighting, sound, actors/talent, and crew roles.
- Edit the production using rough cuts, trimming, transitions, audio, effects, pacing, 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 Event

### 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 director, camera operator, sound operator, 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 work, actor direction, sound, lighting, pacing, and visual composition to communicate the story.
- Edit the footage into a complete short video using trimming, 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/>