

## New Media Storytelling

**Level:** 3

**Career Cluster:** Media Arts

**Program:** Design and Digital Arts

**Pathway:** Graphic Design

**Aligns with:** PHO 2044 New Media Storytelling

### Course Catalog Description

Equips students to create compelling digital narratives through the integration of photography, video, audio, text, animation, interactive media, and digitally based production workflows.

### Summary

Introduces students to storytelling through contemporary digital media platforms and digitally based production environments. Students develop the ability to create engaging narratives by integrating still photography, video, audio, text, animation, and interactive media using industry-standard digital tools and workflows. The course emphasizes planning and preproduction, including concept development, storyboarding, and narrative structure, as well as production skills such as digital capture, sound design, nonlinear editing, asset management, and online publishing. Students explore both linear and interactive storytelling approaches while considering audience, user experience, accessibility, and platform-specific design. Through client-centered projects, critique, and portfolio development, students refine their ability to communicate ideas effectively in multimedia formats and prepare for postsecondary education and careers in digital media, design, and online storytelling.

### Notes

The updated course reflects a substantial shift from a primarily media production-focused course to a comprehensive, digitally integrated and industry-aligned storytelling program. The original course emphasized creating multimedia projects using photography, video, and audio with a focus on production skills and basic narrative techniques. In contrast, the revised course expands these foundations into clearly defined learning strands that address the full digital storytelling process, including narrative structure (linear and nonlinear), user experience, interactive media design, and platform-specific distribution. Additionally, the updated version strengthens professional expectations by incorporating client-centered project development, digital publishing workflows, and audience engagement strategies, along with explicit components such as portfolio development, leadership, work-based learning, and a formal final project assessment. These enhancements improve alignment with current CTE standards by emphasizing real-world application, interdisciplinary media integration, and preparation for postsecondary pathways and careers in digital media and content creation.

## Student Learning Outcomes

### 1. Career Exploration and Postsecondary Opportunities

**Objective:** Students will explore and analyze digitally based career pathways related to new media storytelling by examining professional roles, digital tools, online workflows, work environments, ethical and legal expectations, certifications, professional organizations, and Colorado postsecondary education options to make informed academic and career decisions.

- 1) Identify employment opportunities in various digitally based fields with a focus on new media storytelling, multimedia production, content creation, and digital design. digital media, storytelling, and design
  - 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 digitally based media production and storytelling.
  - a. Criticism and evaluation
  - b. Presentation
  - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of graphic design
- 4) Identify postsecondary opportunities in Colorado related to digital media, multimedia storytelling, content creation, and interactive design.
  - a. Technical college, community college, 4-year institutions
  - b. Certificates, associates, bachelor, and advanced degree opportunities

### 2. Foundations of New Media Storytelling

**Objective:** Students will analyze how stories are communicated through digital media by examining the use of still images, motion, text, and audio in contemporary new media storytelling.

- 5) Explain the role of storytelling in digitally based media, online content creation, and graphic design.
- 6) Identify forms of digitally based storytelling using still images, motion, text, audio, web-based content, and interactive media.
- 7) Analyze how different media elements combine to convey meaning.
- 8) Evaluate real-world digitally based storytelling examples for effectiveness across online and interactive platforms.
- 9) Compare storytelling techniques across platforms (web, social, video, interactive).

### 3. Narrative Structure, Linear and Non-Linear Media

**Objective:** Students will compare narrative structures by analyzing linear and nonlinear storytelling approaches in digitally based media environments.

- 10) Differentiate between linear and non-linear media formats.
- 11) Analyze the strengths and limitations of each structure.
- 12) Apply appropriate narrative structures based on platform and audience.
- 13) Evaluate user experience and engagement in interactive stories.

#### **4. Pre-Production: Planning, Storyboarding and Concept Development**

**Objective:** *Students will plan digital stories by developing concepts, storyboards, digital asset plans, and production timelines that guide digitally based production.*

- 14) Develop story concepts aligned to message and audience.
- 15) Create storyboards for motion and interactive sequences.
- 16) Apply timelines to plan media sequencing and pacing.
- 17) Analyze story flow and clarity before production.
- 18) Refine concepts based on peer and instructor feedback.

#### **5. Visual Storytelling with Stills and Motion**

**Objective:** *Students will create visually driven digital stories by integrating still imagery and motion to enhance narrative impact across screen-based media.*

- 19) Capture still images that support visual storytelling.
- 20) Apply motion principles to enhance multi-image narratives.
- 21) Use transitions and segues intentionally.
- 22) Analyze how motion affects mood and pacing.
- 23) Evaluate visual continuity within digital stories.

#### **6. Video Capture, Time-Based Media and Motion Techniques**

**Objective:** *Students will apply digital moving-image techniques by capturing and manipulating video content for screen-based and online storytelling purposes.*

- 24) Develop skills for digital moving-image capture using contemporary cameras, mobile devices, and production tools.
- 25) Create time-lapse photography sequences.
- 26) Apply framing, movement, and timing to video stories.
- 27) Analyze technical and narrative quality of video footage.
- 28) Refine video content through editing and revision.

#### **7. Audio Storytelling and Sound Design**

**Objective:** *Students will integrate digital audio elements to strengthen narrative clarity and impact in screen-based and online media projects.*

- 29) Identify types of audio including natural sounds, music, narration, and interviews.
- 30) Record audio using appropriate digital tools.
- 31) Edit audio for clarity, balance, and timing.
- 32) Analyze how sound influences mood and message.
- 33) Apply ethical audio usage and attribution practices.

## 8. Digital Editing, Non-Linear Production and Workflow

**Objective:** Students will apply nonlinear digital editing workflows to assemble multimedia stories using industry-standard software, cloud-based collaboration, and professional digital production processes.

- 34) Edit projects using nonlinear digital editing techniques and software-based production workflows.
- 35) Organize digital media assets using professional file-management, naming, storage, and cloud-based collaboration practices.
- 36) Apply sequencing, timing, and transitions across media types.
- 37) Troubleshoot technical issues during production.
- 38) Evaluate workflow efficiency and project organization.

## 9. New Media Design and User Experience

**Objective:** Students will design new media experiences for digital platforms by considering layout, interactivity, accessibility, and audience engagement.

- 39) Apply graphic design principles to multimedia layouts.
- 40) Analyze user interaction and navigation in digital stories.
- 41) Design interactive sequences guided by user experience principles.
- 42) Evaluate accessibility and usability of new media designs.

## 10. Client-Centered Multimedia Project Development

**Objective:** Students will develop client-centered digital media projects by working within the constraints of time, audience, platform requirements, and project specifications.

- 43) Interpret project briefs and client specifications.
- 44) Develop a digitally based new media project from concept to finished online or screen-based output.
- 45) Apply time-management strategies to meet deadlines.
- 46) Evaluate project success based on client and audience goals.

## 11. Publishing, Sharing and Digital Distribution

**Objective:** Students will publish and distribute digital stories by preparing projects for online platforms, streaming environments, and digital presentation contexts.

- 47) Prepare multimedia projects for digital posting, streaming, embedding, and online sharing.
- 48) Select appropriate platforms for distribution.
- 49) Apply file formats and compression for digital delivery.
- 50) Analyze how platform choice affects audience reach.

## 12. Critique, Reflection and Media Literacy

**Objective:** Students will evaluate digital media work critically by analyzing personal, peer, and professional projects created for contemporary digital platforms.

- 51) Evaluate new media projects using critique frameworks.
- 52) Analyze independent films and short-form digital stories.
- 53) Use discipline-specific language in discussion and written reflection.
- 54) Reflect on storytelling effectiveness, growth, and next steps.

### 13. Portfolio Development

**Objective:** *Students will develop and refine a professional digital portfolio by curating, organizing, presenting, and reflecting on multimedia work that demonstrates technical skill, creative growth, and readiness for postsecondary and career opportunities.*

- 55) Curate digital media projects that demonstrate a range of storytelling, design, and production skills.
- 56) Organize portfolio content for clarity, accessibility, and professional presentation.
- 57) Write project descriptions and reflections that explain purpose, process, tools, and outcomes.
- 58) Evaluate portfolio quality using feedback, criteria, and revision cycles.

### 14. Leadership

**Objective:** *Students will demonstrate leadership in digital media settings by collaborating responsibly, communicating professionally, managing tasks, and contributing to team and project success in classroom, CTSO, and production environments.*

- 59) Demonstrate leadership behaviors such as initiative, accountability, and ethical decision-making.
- 60) Collaborate effectively in teams by managing roles, responsibilities, and project timelines.
- 61) Communicate ideas, feedback, and project updates professionally in written, verbal, and presentation formats.
- 62) Reflect on personal leadership growth and contributions to team success.

### 15. Work-Based Learning

**Objective:** *Students will connect classroom learning to workplace expectations by applying professional practices, documenting authentic experiences, and evaluating how industry standards inform digital media production and storytelling careers.*

- 63) Apply workplace expectations such as punctuality, communication, collaboration, and professionalism in project settings.
- 64) Document work-based learning experiences, observations, or simulations using appropriate reflection and reporting tools.
- 65) Analyze how industry standards, client expectations, and workplace feedback influence project decisions.
- 66) Evaluate personal career readiness based on workplace experiences and professional skill development.

## 16. Final Project Assessment

**Objective:** *Students will demonstrate mastery of new media storytelling by completing and assessing a final project that integrates planning, production, revision, presentation, and reflection using course-aligned criteria.*

- 67) Produce a final multimedia project that demonstrates effective storytelling, technical proficiency, and audience awareness.
- 68) Apply feedback and revision strategies to improve the quality and effectiveness of the final product.
- 69) Present the final project and explain design, storytelling, and production decisions using discipline-specific language.
- 70) Assess final project outcomes using rubrics, reflection, and audience or peer response.

## 17. 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: New Media Storytelling

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 story development, production teams, and peer critiques, actively listening and contributing ideas to shape shared narrative goals. |
| Standard 1: Oral Expression and Listening | Prepared Graduate 2 – Oral Presentations  | Deliver effective oral presentations for varied audiences and varied purposes.                                                                                                                                                | Students pitch story ideas, present narrative concepts, and share finished media stories with peers and 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 analyze informational texts such as story briefs, research articles, interviews, scripts, and                                             |

|                                               |                                                      |                                                                                                                                                                                                            |                                                                                                                                                            |
|-----------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               |                                                      |                                                                                                                                                                                                            | platform-specific guidelines.                                                                                                                              |
| Standard 2:<br>Reading for All<br>Purposes    | Prepared<br>Graduate 5 –<br>Language in<br>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 make effective language and style choices appropriate to medium, audience, purpose, and storytelling platform.                                    |
| Standard 3:<br>Writing and<br>Composition     | Prepared<br>Graduate 7 –<br>Informational<br>Writing | Craft informational/explanatory texts using techniques specific to the genre.                                                                                                                              | Students write story outlines, treatments, reflections, and explanatory documentation describing narrative intent and production choices.                  |
| Standard 3:<br>Writing and<br>Composition     | Prepared<br>Graduate 8 –<br>Narrative Writing        | Craft narratives using techniques specific to the genre.                                                                                                                                                   | Students craft narratives using storytelling techniques across media forms,.                                                                               |
| Standard 3:<br>Writing and<br>Composition     | Prepared<br>Graduate 9 –<br>Writing Process          | Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.                                                                                                   | Students revise drafts through feedback cycles and produce clear, coherent, and polished written and multimedia story products.                            |
| Standard 4:<br>Research Inquiry<br>and Design | Prepared<br>Graduate 10 –<br>Research and<br>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 story topics, evaluate sources, and apply ethical storytelling practices including attribution, consent, and responsible representation. |

## Free Resource Links

### 1. Career Exploration and Postsecondary Opportunities

- ONET Online (career profiles, media production skills, job outlook)  
<https://www.onetonline.org/>
- My Next Move (career exploration, media and storytelling pathways)  
<https://www.mynextmove.org/>
- College Board BigFuture (postsecondary programs, media arts majors)  
<https://bigfuture.collegeboard.org/>

### 2. Foundations of New Media Storytelling

- Khan Academy Pixar in a Box (storytelling fundamentals, visual narrative)  
<https://www.khanacademy.org/partner-content/pixar>
- TED-Ed (storytelling, communication, media examples)  
<https://ed.ted.com/>
- BBC Academy Storytelling (media storytelling techniques)  
<https://www.bbc.co.uk/academy>
- National Film Board of Canada (interactive storytelling examples)  
<https://www.nfb.ca/>

### 3. Narrative Structure, Linear and Non-Linear Media

- StudioBinder (story structure, scriptwriting, narrative formats)  
<https://www.studiobinder.com/>
- Storyboard That (storyboarding, linear storytelling)  
<https://www.storyboardthat.com/>
- Twine (interactive storytelling, nonlinear narratives)  
<https://twinery.org/>
- Khan Academy Storytelling (narrative techniques, sequencing)  
<https://www.khanacademy.org/arts-humanities/storytelling>

### 4. Pre-Production: Planning, Storyboarding and Concept Development

- Canva Whiteboards (storyboarding, planning tools)  
<https://www.canva.com/whiteboards/>
- Milanote (storyboards, planning, ideation)  
<https://milanote.com/>
- Boords (storyboarding software, planning)  
<https://boords.com/>
- StudioBinder Shot Lists (planning, timelines, preproduction)  
<https://www.studiobinder.com/>

### 5. Visual Storytelling with Stills and Motion

- Digital Photography School (visual storytelling, composition)  
<https://digital-photography-school.com/>

- Adobe Creative Cloud Tutorials (video and visual storytelling)  
<https://creativecloud.adobe.com/learn>
- Canva Video Editor (visual storytelling, motion design)  
<https://www.canva.com/video-editor/>
- Vimeo Video School (visual storytelling, motion techniques)  
<https://vimeo.com/blog/category/video-school/>

## 6. Video Capture, Time-Based Media and Motion Techniques

- YouTube Creators Studio (video production, shooting techniques)  
<https://creatoracademy.youtube.com/>
- Adobe Premiere Pro Tutorials (video editing, motion workflows)  
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- DaVinci Resolve Learn (video editing, color correction)  
<https://www.blackmagicdesign.com/products/davinciresolve/training>
- Wistia Learning Center (video production, storytelling)  
<https://wistia.com/learn>

## 7. Audio Storytelling and Sound Design

- Audacity Tutorials (audio recording, editing, sound design)  
<https://www.audacityteam.org/>
- BBC Sound Effects (audio resources, sound design inspiration)  
<https://sound-effects.bbcrewind.co.uk/>
- Free Music Archive (music resources, audio storytelling)  
<https://freemusicarchive.org/>
- SoundBible (sound effects, audio resources)  
<http://soundbible.com/>

## 8. Digital Editing, Non-Linear Production and Workflow

- Adobe Creative Cloud Learn (editing workflow, production)  
<https://creativecloud.adobe.com/learn>
- Canva Video Editor (editing, sequencing, media integration)  
<https://www.canva.com/video-editor/>
- DaVinci Resolve (nonlinear editing, workflow tools)  
<https://www.blackmagicdesign.com/products/davinciresolve>
- Clipchamp (video editing, digital workflow)  
<https://www.clipchamp.com/>

## 9. New Media Design and User Experience

- Interaction Design Foundation (UX design, user experience)  
<https://www.interaction-design.org/>
- Nielsen Norman Group (UX research, interaction design)  
<https://www.nngroup.com/>
- Figma (UX/UI design, interactive layouts)  
<https://www.figma.com/>

- Adobe XD Learn (interactive design, UX workflows)  
<https://helpx.adobe.com/xd/tutorials.html>

## **10. Client-Centered Multimedia Project Development**

- Asana Project Management (project planning, collaboration)  
<https://asana.com/>
- Trello (project organization, workflow management)  
<https://trello.com/>
- HubSpot Project Templates (client briefs, workflow planning)  
<https://blog.hubspot.com/marketing/project-plan-template>
- Milanote (project planning, creative workflow)  
<https://milanote.com/>

## **11. Publishing, Sharing and Digital Distribution**

- YouTube Creator Studio (publishing, video distribution)  
<https://studio.youtube.com/>
- Vimeo (video hosting, sharing, publishing)  
<https://vimeo.com/>
- Adobe Express (digital publishing, sharing content)  
<https://www.adobe.com/express/>
- WordPress (web publishing, content distribution)  
<https://wordpress.com/>

## **12. Critique, Reflection and Media Literacy**

- AIGA Resources (design critique, media literacy)  
<https://www.aiga.org/resources>
- Common Sense Media (media literacy, analysis)  
<https://www.commonsensemedia.org/>
- Khan Academy Media Literacy (analysis, evaluation skills)  
<https://www.khanacademy.org/>
- TED Talks Media and Storytelling (analysis, reflection)  
<https://www.ted.com/>

## **13. Portfolio Development**

- Adobe Portfolio (multimedia portfolios, showcasing storytelling work)  
<https://portfolio.adobe.com/>
- Behance (digital media portfolios, project presentation, case studies)  
<https://www.behance.net/>
- Vimeo (video portfolios, storytelling showcase, presentation)  
<https://vimeo.com/>
- Canva Presentation Templates (portfolio presentation, visual storytelling)  
<https://www.canva.com/presentations/templates/>

#### 14. 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, professionalism)  
<https://www.skillsyouneed.com/lead/>
- TED Talks – Leadership (communication, influence, creative leadership)  
<https://www.ted.com/topics/leadership>
- Indeed Career Guide – Leadership Skills (initiative, teamwork, workplace readiness)  
<https://www.indeed.com/career-advice/career-development/leadership-skills>

#### 15. 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 (career readiness, employability skills)  
<https://www.acteonline.org/professional-development/work-based-learning/>
- Creative Commons (media use, licensing, real-world application)  
<https://creativecommons.org/>

#### 16. Final Project Assessment

- PBS LearningMedia – Media Production Projects (project ideas, assessment, rubrics)  
<https://www.pbslearningmedia.org/>
- Adobe Creative Cloud Tutorials (multimedia storytelling projects, workflows)  
<https://creativecloud.adobe.com/learn>
- YouTube Creator Academy (storytelling projects, publishing, reflection)  
<https://creatoracademy.youtube.com/>
- Rubistar (project rubrics, assessment tools)  
<https://www.rcampus.com/rubistar/>



## 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 story concept.
- Plan the production using a storyboard, script, timeline, shot list, or production schedule.
- Capture original video, still images, audio, interviews, narration, or motion graphics to support the story.
- Edit the production using appropriate pacing, transitions, sound, titles, graphics, 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.
- Submit the video and documentation portfolio according to TSA competition procedures.
- Participate in an interview explaining the story concept, production process, technical decisions, and creative choices.

### 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

### 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 the media product.
- Write news copy that explains technical information accurately and accessibly.
- Produce a digital news broadcast using appropriate visuals, audio, interviews, narration, graphics, and editing.
- Organize information using journalistic structure, concise wording, appropriate tone, and effective transitions.
- 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/>
- Canva – News graphics and presentation design tools  
<https://www.canva.com/>
- Poynter – Journalism and media literacy resources  
<https://www.poynter.org/>