

***Video Production  
Program of Study with  
Complementary Course Standards***



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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



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## Standards Development Members

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## Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Video Production standards were validated through active participation of business and industry representatives on the development team.

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## Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a high school Video Production program of study. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., L1 for the first-year course of a two-year program and L2 for the second-year course, C is to designate the indicators to be taught in the complementary courses) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Video Production program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, VIDEO is the Standards Reference Code for Video Production. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be VIDEO.2.3.4.

## Video Production

### Program Information

**Program of Study:** Video Production

**Standards Reference Code:** VIDEO

**Career Cluster:** Arts, A/V Technology, and Communication

**Career Pathway(s):** Audio and Video Technology and Film

**Program Length:** 2-year, completed sequentially

**CTSO:** SkillsUSA

### Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Video Production II course.

**Core Course Sequence (R) with Lab Course(s) (C)**

Required/ Complementary	Course Title	Abbreviated Name
R	Video Production I	VIDEO PROD I
R	Video Production II	VIDEO PROD II
C	Video Production II LAB	VIDEO PROD II L

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)****Performance Standard 1.1: Explore the History and Organization of CTOSs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (Level 1 (L1), Level 2 (L2), Complementary (C))
- 1.1.2 Research nationally recognized CTOSs (L1, L2, C)
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTOSs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (L1, L2, C)

**Performance Standard 1.2: Develop Leadership Skills**

- 1.2.1 Discuss the purpose of parliamentary procedure (L1, L2, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (L1, L2, C)
- 1.2.3 Differentiate between an office and a committee (L1, L2, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (L1, L2, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (L1, L2, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (L1, L2, C)

**Performance Standard 1.3: Participate in Community Service**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (L1, L2, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (L1, L2, C)
- 1.3.3 Engage with business and industry partners for community service (L1, L2, C)

**Performance Standard 1.4: Develop Professional and Career Skills**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (L1, L2, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (L1, L2, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (L1, L2, C)
- 1.4.4 Participate in authentic contextualized instructional activities (L1, L2, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (L1, L2, C)

**Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s) (L1, L2, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (L1, L2, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (L1, L2, C)

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**CONTENT STANDARD 2.0: EXAMINE THE VIDEO PRODUCTION INDUSTRY****Performance Standard 2.1: Research Events That Led to Current Practices**

- 2.1.1 Research and discuss the major technological developments and events in the history of media (L1)
- 2.1.2 Explain the importance of industry pioneers and significant moments in media history, including contemporary changes (L1)
- 2.1.3 Analyze the influence of media and social media on society (L1)

**Performance Standard 2.2: Investigate Industry Ethics and Laws**

- 2.2.1 Define and discuss terms applicable to ethics and laws (e.g., plagiarism, copyright law, libel, slander, bias) (L1)
- 2.2.2 Discuss how to legally obtain and use source materials for production purposes, including video and audio consents and licensing (L1)
- 2.2.3 Summarize legal and ethical acquisition and use of digital materials, giving proper attribution using established methods (L1)
- 2.2.4 Discuss the First Amendment guarantees relating to video production (L1)
- 2.2.5 Discuss the importance of objectivity and the difference between news content and commercial (L1)

**Performance Standard 2.3: Investigate Industry Ethics and Laws**

- 2.3.1 List the components of the pre-production phase (e.g., purpose, script writing, target audience, budget, schedule, output medium) (L1)
- 2.3.2 Conduct a pre-production meeting to create a production plan (L1)
- 2.3.3 List the components of the production phase (e.g., selecting equipment, operating equipment, interviewing, directing, lighting, audio) (L1)
- 2.3.4 List the components of the post-production phase (e.g., video and audio editing, graphics, output medium) (L1)

**Performance Standard 2.4: Investigate Industry Ethics and Laws**

- 2.4.1 Summarize the roles of various personnel for video production projects (e.g., producer, director, editor, camera operator, content creator) (L1)
- 2.4.2 Develop appropriate communication skills when working with clients, crew, and talent (L1)

**Performance Standard 2.5: Investigate Industry Ethics and Laws**

- 2.5.1 Research occupations found within the video production industry (e.g., multimedia journalist, content creator) (L1)
- 2.5.2 Compare major organizations or institutions involved with the video production industry (L1)
- 2.5.3 Discuss and practice interviewing techniques and the components of a portfolio and branding for a video production occupation (L1)



**CONTENT STANDARD 3.0: SAFETY AND PERSONAL RESPONSIBILITY IN THE WORKPLACE****Performance Standard 3.1: Maintain an Orderly and Safe Work Environment**

- 3.1.1 Identify and locate all safety equipment in media labs and on location (e.g., first aid kit, fire extinguisher) (L1)
- 3.1.2 Discuss safety precautions and practices (L1)
- 3.1.3 Demonstrate the safe usage of appropriate tools and the proper operation of equipment (L1)
- 3.1.4 Maintain and troubleshoot tools and equipment (L1)

**Performance Standard 3.2: Demonstrate Personal Responsibility and Professionalism**

- 3.2.1 Exhibit professional conduct and work ethics in the development of productions (L1)
- 3.2.2 Discuss appropriate responses to criticism (L1)
- 3.2.3 Dress professionally and appropriately as per assignment (L1)
- 3.2.4 Exhibit the ability to follow directions (L1)

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**CONTENT STANDARD 4.0: DEMONSTRATE THE USE OF VIDEO PRODUCTION EQUIPMENT****Performance Standard 4.1: Demonstrate Camera Operation and Techniques**

- 4.1.1 Select, operate, and exhibit correct use of video cameras, including mobile device cameras, for project specifications (L1)
- 4.1.2 Demonstrate the functions and uses of camera mounting devices (e.g., tripods, camera stabilizer mounts) (L1)
- 4.1.3 Demonstrate how to shoot video content using various aspect ratios with post-production or livestreaming in mind (L1)
- 4.1.4 Demonstrate types of camera angles and movements and different shot compositions (e.g., medium shot, close-up, long shot, rule of thirds) (L1)
- 4.1.5 Demonstrate shot flow, including sequencing and continuity (L1)
- 4.1.6 Demonstrate effective use of white balance settings (L1)
- 4.1.7 Connect various pieces of video equipment using the proper cables and/or adapters (L1)

**Performance Standard 4.2: Demonstrate Audio Equipment Operation**

- 4.2.1 Identify the types, uses, and pick-up patterns of various microphones, including audio captured from mobile devices (L1)
- 4.2.2 Compare and contrast the types, uses, and pick-up patterns of various microphones (L1)
- 4.2.3 Demonstrate proper placement of microphones for effective audio (L1)
- 4.2.4 Connect microphone(s) to various audio equipment using the proper cables and/or adapters (L1)
- 4.2.5 Record a short audio sequence, properly monitoring the sound level (L1)
- 4.2.6 Identify and correct sources of interference and poor sound quality (L1)
- 4.2.7 Demonstrate the use of mixing multiple sources in live and post-production settings (L1)

**Performance Standard 4.3: Demonstrate Proper Lighting Techniques**

- 4.3.1 Identify and explain the use of basic lighting equipment (L1)
- 4.3.2 Demonstrate one-, two-, and three-point lighting techniques (L1)
- 4.3.3 Utilize various light sources (e.g., natural light, reflectors, portable lights) (L1)
- 4.3.4 Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, and mood (L1)

**Performance Standard 4.4: Demonstrate Audio Equipment Operation**

- 4.4.1 Use chroma key techniques for compositing (e.g., green screen, virtual sets, weather maps) (L1)
- 4.4.2 Discuss text, fonts, colors, title safe area, lower thirds, and placement (L1)
- 4.4.3 Enhance a project using appropriate graphics (L1)
- 4.4.4 Enhance a project using appropriate visual effects (e.g., picture-in-picture, motion graphics) (L1)

**CONTENT STANDARD 5.0: WRITING FOR VIDEO PRODUCTION****Performance Standard 5.1: Conduct Research for News Projects**

- 5.1.1 Identify potential biases when selecting interviewees to ensure balance of viewpoints (L1)
- 5.1.2 Identify resources to conduct research (L1)
- 5.1.3 Identify and utilize primary and secondary sources (L1)
- 5.1.4 Apply active research methods (e.g., critical reading, personal interviews, credible sources, use of surveys) (L1)
- 5.1.5 Attribute all sources correctly (L1)

**Performance Standard 5.2: Conduct Research for Commercial Projects**

- 5.2.1 Differentiate paid content versus news content (L1)
- 5.2.2 Identify the target audience and applicable subgroups (L1)
- 5.2.3 Identify client requirements and perspective (L1)

**Performance Standard 5.3: Create Scripts and Storyboards**

- 5.3.1 Evaluate different script writing styles and trends (L1)
- 5.3.2 Determine appropriate script writing formats for various production types (e.g., news story, commercial, sports, public service announcement, narrative) (L1)
- 5.3.3 Write stories that contain a logical beginning, middle, and end (L1)
- 5.3.4 Write scripts that convey a variety of desired story elements (e.g., leads, Voice Over [VO], Sound On Tape [SOT], VO/SOT, news package, etc.) (L1)
- 5.3.5 Describe components of a two-column script (L1)
- 5.3.6 Explain components of a storyboard (e.g., camera angles, locations, shots, movements) (L1)
- 5.3.7 Translate from written scripts to storyboards (L1)

**Performance Standard 5.4: Develop Interviewing Skills**

- 5.4.1 Develop open-ended questions using proper grammar to elicit in-depth responses (L1)
- 5.4.2 Select interviewee(s) appropriate for the topic (L1)
- 5.4.3 Select a location that enhances the interview (L1)
- 5.4.4 Contact interviewee(s) and schedule interview(s) (L1)
- 5.4.5 Recognize the differences between biased and unbiased questions and answers (L1)
- 5.4.6 Demonstrate effective listening skills (L1)
- 5.4.7 Improvise questions based on the interviewee's responses (L1)

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**CONTENT STANDARD 6.0: DEMONSTRATE INDUSTRY STANDARD PRODUCTION PRACTICES****Performance Standard 6.1: Demonstrate Appropriate Electronic Field Production (EFP) Practices**

- 6.1.1 Evaluate possible production locations for a project (e.g., sound, lighting, environment) (L2)
- 6.1.2 Perform field production jobs to include camera, lighting, and sound technicians (L2)
- 6.1.3 Demonstrate basic field camera operations to reflect each location (L2)
- 6.1.4 Determine camera operating techniques appropriate for the production, such as shot composition, angle, and use of mounting devices (L2)
- 6.1.5 Create a project outside the studio using field equipment and techniques (L2)

**Performance Standard 6.2: Demonstrate Appropriate Studio Operation**

- 6.2.1 Demonstrate the setup and operation of basic studio equipment (e.g., switcher, teleprompter, recording unit) for specific project needs (L2)
- 6.2.2 Perform the jobs necessary for a studio production (e.g., director, technical director [TD], audio engineer, recording/playback engineer) (L2)
- 6.2.3 Demonstrate basic studio camera operation (L2)
- 6.2.4 Create and incorporate titles and other graphics in a studio production (L2)
- 6.2.5 Use proper studio lighting (L2)
- 6.2.6 Create a project inside the studio environment (L2)

**Performance Standard 6.3: Perform On-Camera**

- 6.3.1 Demonstrate appropriate speaking skills for an on-camera performance (e.g., pitch, tone, emphasis, inflection, enunciation, timing) (L2)
- 6.3.2 Practice appropriate on-camera performance skills (e.g., appearance, gestures, posture) (L2)
- 6.3.3 Read for a camera using a teleprompter or cue cards (L2)
- 6.3.4 Perform as talent in a production (L2)
- 6.3.5 Deliver material without bias (e.g., voice inflection or gesture) (L2)
- 6.3.6 Select clothing, makeup, and accessories appropriate for use on-camera in a specific production (L2)

**CONTENT STANDARD 7.0: UNDERSTAND THE EDITING PROCESS****Performance Standard 7.1: Understand File Formats and Data Management**

- 7.1.1 Differentiate between digital video files, still images, and audio files (L2)
- 7.1.2 Create, compress, and convert digital video files, still images, and audio files in various formats (e.g., MPEG, MOV, MP4, GIF, JPEG, MP3, AVCHD, MTS) (L2)
- 7.1.3 Explain the need for data management (L2)

**Performance Standard 7.2: Operate Software for Digital Editing**

- 7.2.1 Organize and evaluate materials for editing (L2)
- 7.2.2 Capture/import source materials (L2)
- 7.2.3 Manipulate video (i.e., color, motion, filters, and transitions) (L2)
- 7.2.4 Utilize visual techniques to enhance the final product (i.e., animation and graphics) (L2)
- 7.2.5 Use and adjust multiple audio sources to complete a project (e.g., sound effects, room tone, music) (L2)
- 7.2.6 Use audio to enhance a final product (L2)
- 7.2.7 Export a project to appropriate media (L2)

**Performance Standard 7.3: Understand the Principles of Editing**

- 7.3.1 Explain the impact of editing on continuity (L2)
- 7.3.2 Explain the impact of editing on emphasis (L2)
- 7.3.3 Explain the impact of pacing and timing (L2)
- 7.3.4 Apply the principles of editing to a production project (L2)

**Performance Standard 7.4: Evaluate the Project**

- 7.4.1 Evaluate content for message effectiveness and bias (i.e., does it tell the complete story or meet the client needs?) (L2)
- 7.4.2 Assess video/audio quality for levels and clarity (L2)
- 7.4.3 Revise work based on critiques (L2)

## Complementary Courses

### State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

### Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

### Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Filmmaking	Jaime Garcia	Instructor	Secondary Educator	Las Vegas Academy for the Arts, Clark County School District
Filmmaking	Michael Mesa	Instructor	Secondary Educator	Clark High School, Clark County School District
Filmmaking	Juan Villegas	Instructor	Secondary Educator	Spanish Springs High School, Washoe county School District
Filmmaking and Podcasting	Bob Zorn	Instructor	Secondary Educator	Academy of Arts, Careers and Technology, Washoe County School District
Podcasting	Monte Camron	Instructor	Secondary Educator	Southwest Career and Technical Academy, Clark County School District
Podcasting	Mikel Gough	Instructor	Secondary Educator	Desert Pines High School, Clark County School District
Podcasting	Jorge Machain	Instructor	Secondary Educator	Las Vegas Academy of the Arts, Clark County School District

### Business and Industry Validation

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The Filmmaker and Podcasting complementary standards for Video Production program of study were validated through active participation of business and industry representatives on the development team.

## Complementary Course Information for Video Production

### Program Information

**Qualifying Program of Study:** Video Production

**Career Cluster:** Arts, A/V Technology, and Communication

**Career Pathway(s):** Audio and Video Technology and Film

**CTSO:** SkillsUSA

**Grade Level:** 11-12

### Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

#### Complementary Courses

Required/ Complementary	Course Title	Abbreviated Name
C	Filmmaking	FILM
C	Podcasting for Video Production	PODCAST VP
C	Video Production Advanced Studies	VIDEO PROD AS
C	Industry-Recognized Credential – Radio Production	IRC VIDEO POD
C	CTE Work Experience – Arts, A/V Technology, and Communication	WORK EXPER TECH

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## Complementary Course Standards Filmmaking

### CONTENT STANDARD 1.0: PREPRODUCTION

#### Performance Standard 1.1: Develop Digital Decks/Treatments

- 1.1.1 Describe visual storytelling
- 1.1.2 Identify the target audience
- 1.1.3 Create a pitch to sell your story

#### Performance Standard 1.2: Create Scripts for Production

- 1.2.1 Describe different types of script formats (i.e., screenplay and split script/AV script)
- 1.2.2 Explain and apply story, plot, and character development in a project
- 1.2.3 Explain how genre impacts a story

#### Performance Standard 1.3 Develop Script Breakdown and Scene Creations

- 1.3.1 Practice storyboarding using drawing, photos, or AI image generator
- 1.3.2 Create a shot list
- 1.3.3 Develop a budget and schedule
- 1.3.4 Scout locations and resources (e.g., equipment, costumes, etc.)
- 1.3.5 Explain industry practices in casting and auditions
- 1.3.6 Practice script reading and casting/auditions

### CONTENT STANDARD 2.0: PRODUCTION

#### Performance Standard 2.1: Apply Lighting and Grip to Scene

- 2.1.1 Utilize various grip techniques
- 2.1.2 Apply on-set safety protocols
- 2.1.3 Utilize various light sources (e.g., natural light, reflectors, portable lights)
- 2.1.4 Demonstrate the use of lighting techniques to create different cinematic moods

#### Performance Standard 2.2: Practice Camera Operations

- 2.2.1 Apply industry standard rules of composition
- 2.2.2 Discuss the types of camera lens and their applications
- 2.2.3 Apply camera angles to evoke emotion in a scene

#### Performance Standard 2.3: Enhance Film with Audio/Sound

- 2.3.1 Apply sound effects
- 2.3.2 Describe microphone types and their applications
- 2.3.3 Create a soundtrack and foley sounds for a project
- 2.3.4 Secure rights for copyrighted audio
- 2.3.5 Create pacing and mood through sound



**Performance Standard 2.4: Practice Directing**

- 2.4.1 Block a scene to guide physical action
- 2.4.2 Practice single camera, film style shooting
- 2.4.3 Communicate directions effectively to actors and crew
- 2.4.4 Utilize pre-production materials to direct projects

**CONTENT STANDARD 3.0: POSTPRODUCTION****Performance Standard 3.1: Media Management**

- 3.1.2 Create a file management system
- 3.1.2 Import media appropriately
- 3.1.3 Export final media for publication or screening

**Performance Standard 3.2: Practice Editing Techniques**

- 3.2.1 Demonstrate greenscreen, color grading, masking, and keyframing techniques
- 3.2.2 Apply appropriate transitions between scenes
- 3.2.3 Practice sound mastering (e.g., dialog, music, sound effects)
- 3.2.4 Integrate multiple applications to a project
- 3.2.5 Follow industry standard attribution protocols

**Performance Standard 3.3: Describe common practices in marketing and distribution**

- 3.3.1 Explain differences in promoting a project through different media platforms
- 3.3.2 Create a promotional product for a project
- 3.3.3 Evaluate project success and profitability
- 3.3.4 Discuss current trends in ticket sales, genres, and distribution models

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## Complementary Course Standards

### Podcasting

#### CONTENT STANDARD 1.0: EQUIPMENT

##### Performance Standard 1.1: Microphone Selection and Usage

- 1.1.1 Identify different types of microphones for in-studio and remote podcasts
- 1.1.2 Demonstrate proper routing and connection techniques for microphones
- 1.1.3 Adjust settings for appropriate input and output of sound devices

##### Performance Standard 1.2: Selection and Usage of Video Cameras

- 1.2.1 Identify various cameras and video recording devices for in-studio and remote podcasts
- 1.2.2 Demonstrate proper placement of cameras
- 1.2.3 Create a podcast using multiple cameras

##### Performance Standard 1.3 Selection and Usage of Lighting

- 1.3.1 Identify and use lighting equipment for in-studio and remote podcasts
- 1.3.2 Utilize various light sources (e.g., natural light, reflectors, portable lights)

#### CONTENT STANDARD 2.0: PREPRODUCTION

##### Performance Standard 2.1: Create a Production Plan

- 2.1.1 Conduct primary market research to determine theme for podcast
- 2.1.2 Develop a calendar for episode delivery

##### Performance Standard 2.2: Write for a Podcast

- 2.2.1 Select a topic for a podcast
- 2.2.2 Generate an outline/structure for a podcast

##### Performance Standard 2.3: Prerecord Secondary Sound and Video

- 2.3.1 Create prerecorded audio segments for a project
- 2.3.2 Create appropriate B roll footage for a podcast
- 2.3.3 Select or create music for podcasting (i.e., into/outro, background, etc.)

##### Performance Standard 2.4: Practice Interviewing Techniques

- 2.4.1 Write interview questions for a podcast guest
- 2.4.2 Practice proper interviewing techniques for live production

#### CONTENT STANDARD 3.0: PROMOTION

##### Performance Standard 3.1: Create Branding

- 3.1.1 Create branding for a podcast
- 3.1.2 Create podcast cover art
- 3.1.3 Develop physical or digital promotional materials for a podcast

**Performance Standard 3.2: Produce and Utilize Advertising**

- 3.2.1 Identify and utilize sponsorship for a podcast
- 3.2.2 Create and produce live and pre-recorded video and audio advertisements
- 3.2.3 Create and produce a Public Service Announcement (PSA)

**Performance Standard 3.3: Promote A Podcast**

- 3.3.1 Utilize social media appropriately to promote a podcast
- 3.3.2 Create a call to action (CTA) to promote future episodes or alternate podcasts
- 3.3.3 Explore alternate platforms to promote podcasts (e.g., newsletters, posters, out-door advertisement, announcements, etc.)

**CONTENT STANDARD 4.0: PRODUCTION****Performance Standard 4.1: Perform Audio Operations**

- 4.1.1 Choose appropriate audio level for single and multiple person podcasts
- 4.1.2 Demonstrate proper positioning of subjects for audio pick up
- 4.1.3 Demonstrate on-air vocal techniques appropriate to podcasting

**Performance Standard 4.2: Produce Video Content**

- 4.2.1 Select appropriate video source for single and multiple person podcasts
- 4.2.2 Demonstrate proper positioning of subjects for optimal visual representation
- 4.2.3 Create visual staging for video podcast (i.e., declutter, sponsorship and in-house branding, etc.)

**CONTENT STANDARD 5.0: POSTPRODUCTION****Performance Standard 5.1: Practice Editing**

- 5.1.1 Utilize proper audio editing techniques
- 5.1.2 Apply proper video editing techniques

**Performance Standard 5.2: Publish a Podcast**

- 5.2.1 Render audio and video in appropriate formats for publication
- 5.2.2 Select an appropriate digital platform for podcast distribution
- 5.2.3 Manage an online platform account for podcasting

**Performance Standard 5.3: Conduct Postproduction Market Research**

- 5.3.1 Examine analytics of a podcast and adjust project elements as needed
- 5.3.2 Conduct a peer review