Maryland CTE Programs of Study

Video and Audio Production I (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12. 1

1 GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12. 1

INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Arts, Entertainment and design Career Cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This Cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire. 2.B

C The Video and Audio Production program guides students from foundational to advanced media creation skills. Throughout these courses, students explore graphic design fundamentals, video editing, and audio capture, culminating in comprehensive proficiency with advanced editing suites, sound engineering, and broadcast technology. Participants build a robust portfolio while preparing for industry-recognized certifications (e.g., Adobe, Avid, Apple, CBT). Graduates emerge equipped to thrive in film, television, radio, and streaming, having mastered both creative storytelling and technical workflows. 2.C

D In Video and Audio Production I students learn essential graphic design skills with Adobe Photoshop and Illustrator, preparing for entry-level industry certifications. Through project- based assignments, students build foundational knowledge in lighting, sound, and the production process, culminating in initial design assets suitable for video and audio editing workflows. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study. 2.E

Skip to main content

tudents are encouraged to participate in extended learning experiences through ligned Career and Technical Student Organizations (CTSOs). CTSOs are a

cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland. 2.F

KNOWLEDGE AND SKILLS 3

A The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to: 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the video and audio production field, following data privacy laws and best practices for security. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B The student identifies various career pathways in the video and audio production field. The student is expected to: 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in video and audio production. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in media and video and audio production. 3.B.3

C The student develops technology and digital literacy skills. The student is expected to: 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2
3. Demonstrate proficiency in using emerging and industry-standard technologies, including video editing skills and applying basic effects to create media content. 3.C.3
4. Demonstrate basic file management (folders, versioning, backups) and responsible digital citizenship. 3.C.4

Skip to main content

5 Use industry-standard software at an introductory level for video (e.g., Adobe Premiere Pro or DaVinci Resolve) and audio (e.g., Adobe Audition or Audacity). 3.C.5

6 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.6

D The student integrates core academic skills into video and audio production practices. The student is expected to: 3.D

1 Apply communication skills (briefs, story outlines, shot lists) appropriate to production tasks. 3.D.1

2 Use mathematical concepts (frame rate, resolution, aspect ratio, timecode basics) in planning and exporting. 3.D.2

3 Apply basic physics concepts (sound frequency, amplitude, signal flow) to audio and live- sound activities. 3.D.3

E The student demonstrates foundational camera and visual-storytelling skills. The student is expected to: 3.E

1 Set exposure, white balance, frame rate, and shutter speed for typical school and daylight interiors. 3.E.1

2 Apply composition techniques (rule of thirds, headroom, lead room) and steady camera practices. 3.E.2

3 Record clean, well-framed interviews and b-roll for short stories (30–60 seconds). 3.E.3

F The student demonstrates foundational nonlinear video editing skills. The student is expected to: 3.F

1 Ingest and organize media; build simple sequences; trim using ripple/roll tools. 3.F.1

2 Add titles/lower thirds and simple transitions consistent with project goals. 3.F.2

3 Export to common presets (e.g., 1080p H.264 .mp4) and explain basic quality vs. file-size trade-offs. 3.F.3

G The student demonstrates foundational audio capture for video and podcasts. The student is expected to: 3.G

1 Select and place common microphones (handheld, lavalier, shotgun) for clear speech; set input levels to avoid clipping. 3.G.1

2 Record location sound and voice-overs; manage cables, wind protection, and handling noise. 3.G.2

3 Perform basic audio cleanup in a DAW (noise reduction, EQ, normalize) for intelligible dialogue. 3.G.3

H The student demonstrates introductory knowledge of acoustics and live sound reinforcement. The student is expected to: 3.H

Skip to main content

1. Explain how room size, surfaces, and reflections affect speech clarity and music. 3.H.1
2. Identify simple room-treatment approaches (absorption, diffusion) appropriate for school spaces. 3.H.2
3. Set up a basic classroom PA (mic → preamp → EQ → amplifier → speaker), establish safe gain, and prevent feedback with mic placement and gentle EQ. 3.H.3

I The student demonstrates introductory operation of analog and digital mixing consoles. The student is expected to: 3.I

1. Identify and use core channel-strip controls (gain/trim, HPF, EQ, pan, fader, mute/solo) and aux sends for monitors/effects. 3.I.1
2. Build a simple mono or stereo mix for speech reinforcement; document input list and gain settings. 3.I.2
3. Compare analog vs. digital basics (scene recall, onboard FX, I/O) and load a starter scene/template when available. 3.I.3

J The student demonstrates foundational lighting for video. The student is expected to: 3.J

1. Set up a basic three-point lighting arrangement and adjust color temperature for natural skin tones. 3.J.1
2. Use reflectors and diffusion to control contrast and soften shadows in interviews or announcements. 3.J.2
3. Apply safe practices for stands, power, and cable management. 3.J.3

K The student demonstrates introductory production planning and teamwork. The student is expected to: 3.K

1. Create simple scripts, shot lists, and call sheets for school projects. 3.K.1
2. Define entry-level crew roles (camera, audio, talent, director, editor) and rotate responsibilities. 3.K.2
3. Analyze a basic workflow (pre-production → production → post) and reflect on improvements for the next project. 3.K.3

L The student demonstrates ethical, legal, and safe practices in media production. The student is expected to: 3.L

1. Describe copyright, fair use, and licensing for music, images, and footage; credit sources appropriately. 3.L.1
2. Follow privacy, consent, and release-form guidelines for on-camera participants. 3.L.2
3. Implement hearing-safe practices and safe lifting/cabling during setups and strikes. 3.L.3

Skip to main content

The student curates a beginning portfolio demonstrating both video-led and audio-led competencies. The student is expected to: 3.M

1. Produce one video-led piece (30–60 seconds) demonstrating camera, lighting, and basic editing/titles. 3.M.1
2. Produce one audio-led piece (e.g., recorded announcement or short podcast) demonstrating mic technique, DAW cleanup, and a balanced mix. 3.M.2
3. Reflect on strengths and next steps aligned to potential pathways (broadcast, live events, studio recording, post-production). 3.M.3