

# STRANDS AND STANDARDS

## VIDEO PRODUCTION CAPSTONE



### Course Description

The Video Production Capstone course is an advanced, project-based experience designed for students seeking to refine their skills and deepen their understanding of the commercial and marketing aspects of video production. As the culminating course in the Broadcasting/Digital Media pathway, it challenges students to apply their technical knowledge and creative vision to produce professional-grade content.

Students will explore the full production pipeline—from concept development and scripting to filming, editing, and post-production—while creating a variety of media assets such as commercials, promotional videos, branded content, and marketing campaigns. Emphasis is placed on storytelling, audience engagement, visual aesthetics, and the strategic use of media to influence and inform.

Throughout the course, students will work individually and collaboratively to complete real-world projects that mirror industry expectations. They will also build a professional portfolio that demonstrates their readiness for postsecondary education, internships, or entry-level employment in media, marketing, and communication fields.

This course not only strengthens technical proficiency with industry-standard tools and software but also fosters critical thinking, project management, and communication skills essential for success in today's dynamic media landscape.

<b>Intended Grade Level</b>	11-12
Units of Credit	1.0
Core Code	40.01.00.00.037
Concurrent Enrollment Core Code	N/A
Suggested Prerequisite	Digital Media Advanced or Video Production 2 or Audio Production 2
Skill Certification Test Number	Capstone Rubric
<b>Skill Certification Cut Score</b>	<b>N/A</b>
Test Weight	1.0
<b>License Area of Concentration</b>	CTE and/or Secondary Education 6-12
<b>Required Endorsement(s)</b>	
Endorsement 1	Audio Video Production

## STRAND 1

Students will apply and elevate the technical and creative skills developed in prior multimedia coursework—including but not limited to Video Production 1 & 2, Digital Audio 1 & 2, and TV Broadcasting 1 & 2. Building on these foundational experiences, students will engage in advanced, project-based learning that emphasizes cross-disciplinary integration, professional production standards, and real-world application.

### Standard 1

Apply advanced technical skills learned in previous multimedia courses.

- Advanced techniques of pre-production
- Advanced techniques of camera operation
- Advanced techniques of audio production
- Advanced techniques of post-production
- Advanced techniques of visual effects & graphics

### Standard 2

Follow their AUP, Fair Use guidelines, and copyright law

- Follow and adhere to the school's AUP (Acceptable Use Policy)
- Understand when copyrighted material can be used under Fair Use guidelines
- Understand and adhere to all applicable copyright laws

## STRAND 2

**Work-based Learning Major Project. Decide on the format and genre of your creative work.**

**Option 1: Brand Marketing: Students will pitch and execute a capstone project based on marketing a brand and/or product. Including multiple types of content for a specific goal.**

### Standard 1: Planning

- Conceptualize ideas and do the initial pitching for a marketing campaign
- Write a project proposal including objectives, goals, overview of the project, costs, timeline, etc. Define the specs for the project (target users, technology needed, signoffs needed, deliverables, etc.)
- Create a production schedule, team member assignments, and review locations needed for the project  
Create a production schedule for the project to follow.
- Get approval for any copyright material that will be used
- Plan your production delivery deadline w/ “client.”
- Make any re-edits or reshoots plausible.

### Standard 2: Create content for the project.

- Create a script and make any needed revisions
- Create shot list needed for the project.
- Follow copyright and fair use guidelines.
- Schedule/execute content days.
- Edit deliverables together.
- Review edits w/ production team before sending to “client.”
- Get client approval and check off

### Standard 3: Publish the Project.

- Follow the editorial calendar/project plan.
- Review analytics and check project progress.
- Talk with the team to see how the project went.

**Option 2: Creative Storytelling: Students will pitch and execute a capstone project based on a creative storytelling project. Such as a narrative, short film, or documentary.**

### Standard 1: Pre-Production

- Start a production binder.
- Pick a genre, identify demographic and story elements and themes that are needed for success with that audience.
- Identify film festivals and distribution opportunities
- Develop a story that follows the 3 act structure
- Create a pitch that includes log line, synopsis, character descriptions, budget, etc.
- Define the specs for the project (crew, actors, gear, production schedule, shotlist, storyboards, breakdown script—props, costumes, SFX (Sound and/or Special Effects), VFX (Visual Effects))
- Get approval for any copyright material that will be used
- Write a script that follows standard script formatting
- Make adjustments, changes based on feedback

## Standard 2: Production

- Schedule/execute shoot days.
- Review dailies
- Review schedule and make adjustments as needed

## Standard 3: Post-Production

- Organize all assets into folders: (“01 Scenes/Footage”, “02 Music”, “03 SFX”, “04 VFX/Animations”, “05 Graphics”, “06 Documents”, etc.
- Assembly edit
- Edit rough cut
- Foley SFX and music acquisition/rights, any necessary ADR
- Review/feedback/test screening
- Final cut
- Market film (film poster, thumbnail, social media, etc)
- Plan festival run, release date

## STRAND 3: PORTFOLIO

Students will create an interactive online portfolio that showcases their projects, work and skills. The portfolio can include projects that were done individually or as part of a team.

### Standard 1

Create an Online Portfolio that contains the following sections:

- **About me:** This section should introduce the filmmaker and provide some background information about their education, interests and goals.
- **Demo Reel:** This section should feature a short video that highlights the best examples of the filmmaker’s work in various genres and formats.
- **Selected Work:** This section should display some of the filmmaker’s most significant or relevant projects, with a brief description of each one and a link to view it online.
- **Awards:** This section should list any awards, honors or recognition that the filmmaker has received for their work, either individually or as part of a team.
- **Experience:** This section should summarize the filmmaker’s professional experience in the film industry, such as internships, jobs, volunteer work or collaborations.
- **Skills:** This section should showcase the filmmaker’s technical and artistic skills in different aspects of film production, such as camera, lighting, audio, editing, directing, writing, etc.
- **References:** This section should provide one or more personal and/or professional references who can attest to the filmmaker’s character, work ethic, reliability and competence. The references should include their name, title, affiliation, contact information and a brief statement of endorsement.
- **Published:** The portfolio must be published online and accessible through a website, YouTube, Vimeo or another platform.

## STRAND 4

Students will participate in one or more of the following student competitions or leadership activity.

### Standard 1

Participate in a video production student competition (these are a few of the most common options, please see your teacher for additional opportunities)

- Enter a school, district, or state level video production related competition
- Prepare and submit an entry for the Utah Digital Media Arts Festival
- Enter and compete in a CTSO (Career & Technical Student Organization) competition in a video production related competition
- Enter and compete in the All American High School Film Festival or the Student Television Network

### Standard 2

Participate in a video production related student leadership opportunity.

- Participate in a CTSO Leadership opportunity
- Arrange a job shadow opportunity with a video production professional and observe their daily tasks, skills, and challenges. Ask relevant questions and record notes on the experience. Write a reflection paper on what you learned and how it relates to your career goals.
- Identify and contact a video production professional who is willing to share their expertise and insights with you. Prepare a list of interview questions that cover topics such as their education, training, work experience, current projects, challenges, and advice. Conduct the interview either in person, by phone, or online, and record their responses. Write a report that summarizes the main points of the interview and reflects on how this experience has influenced your career aspirations and plans.

### Overall Performance Skill:

Students will use the Strands & Standards to create a video production project and final online portfolio.

### Workplace Skills

Workplace Skills taught:

- Communication
- Problem Solving
- Teamwork
- Critical Thinking
- Dependability
- Accountability

## PERFORMANCE SKILL DOCUMENTATION & RUBRIC:

A link to the performance skill rubric is located [HERE](#). It is also located adjacent to the Strands & Standards document online.

For each student:

- Print a copy of the rubric.
- Complete the rubric based on the student's performance.
- Compile all completed rubrics into a single PDF document.

Once compiled, upload the final PDF to **YouScience** for submission.