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# Digital Arts

Edgenuity, Inc

Submitted: Jul 30, 2018

Decision: Aug 21, 2018

## Submission Feedback

**APPROVED**

### Basic Course Information

<b>Title:</b>	Digital Arts
<b>Transcript abbreviations:</b>	
<b>Length of course:</b>	Half Year
<b>Subject area:</b>	College-Preparatory Elective (G) / Interdisciplinary
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	No
<b>Does your course include lab activities in your course description?</b>	Yes
<b>Grade levels:</b>	9th, 10th, 11th, 12th
<b>Course learning environment:</b>	Online

**Online course self assessment**

A. Content (13)	 00
B. Instructional Design (11)	 00
C. Student Assessment (7)	 00
D. Technology (11)	 00
E. Course Evaluation and Support (10)	 00

## Course Description

**Course overview:**

In this exploratory course, students learn and apply the elements and principles of design, as well as the foundational concepts of visual communication. While examining a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they learn. Throughout the semester, students explore career opportunities in the design, production, display and presentation of digital artwork. They also learn how to respond to the artwork of others as they develop their own ability to synthesize artistic elements and create finished pieces that effectively communicate their ideas. By the end of the course, they will have created a collection of digital art projects to augment their digital design portfolio.

**Course content:****Introduction to Digital Art**

Students learn the definitions and elements of fine art, visual art, digital art, performance art, and subjectivity. They examine the criteria people use to identify and judge art: intention, meaning, skill, beauty, and preconceptions. They also learn the six main elements of art: line, shape and form, color, value, space, and texture. Students explore and use Inkscape as the digital art tool of choice for the course, the differences between raster and vector graphics, and the basics of the Inkscape workspace, including how to use the various control bars. Students investigate and use the program's menus and design tools to practice zooming in and out, to Undo and Redo, to freehand draw, and to resize, rotate, and move objects. They then research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned to draw an image of various shapes and sizes.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- Give some examples of elements of visual art. What are some famous artworks that are examples of these elements?
- What is the difference between raster graphics and vector graphics? Give some examples of each type.

### **Assignment Sample(s): Assignment 1 – Draw Patterns**

Students use the Inkscape Pencil Tool to draw a variety of patterns. They create straight and freehand lines and use the Select Tool to move, resize, and rotate the lines. They also learn how to navigate the program as they draw using the mouse, menu bars, and keystrokes. Once their drawing of different shapes and sizes is complete, students must save the project in the instructor's digital folder.

## Lines

Students explore common types of lines (outlines, contour, gesture, sketch, calligraphic, and implied) and the ways artists use them in art. They learn different styles of calligraphy, including European, Eastern Asian, and Islamic. Using the Pencil Tool, students draw lines and learn how to change the stroke style and thickness. They also learn how to define terms such as path, open path, and closed path and how to use the Node Tool to see, add, delete, and move nodes on a line. Students then learn how to use the Bezier Tool for making Bezier curves and lines and how to switch between the two functions. They also research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned by using the Bezier Tool to draw a wine glass and decanter with Bezier curves, editing the lines with the Node tool, and resizing objects with the Select tool.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- Describe the different types of lines.
- Now that you have had some practice drawing lines in Inkscape, is it easier to draw a line using a pencil and paper or drawing a line using the Bezier Tool? Explain your answer.

### **Assignment Sample(s): Assignment 2 – Create a Simple Object**

Students use Inkscape to draw a simple object, such as an object from home, a photo, or a piece of artwork. They must choose the Pencil, Calligraphy, or Bezier Tool for drawing the object and capturing its sharp lines and smooth curves. Ultimately, the student's digital drawing must resemble the object itself and be

recognizable, though it need not be perfect or realistic, before finally saving the project in the instructor's digital folder.

## Shape and Form

Students study dimension, height, width, shape, and two- and three-dimensional objects. They also examine the various ways artists use shape in art. Using Inkscape, they begin by drawing simple shapes like squares and rectangles with the Rectangle Tool, circles and ovals with the Ellipse Tool, and polygons and stars with the Star Tool. They then learn how to add layers, how to use the Cut and Paste command to move objects to layers, how to hide and show layers, and how to lock and unlock layers. Students also study form and how artists create depth with three-dimensional (3D) objects. Students practice by drawing ellipses in the glass and decanter image the created in unit 1 and editing them to look like liquid that is correctly aligned within the vessel. They also research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned by drawing an animal.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- Explain what Cubism is and identify examples of Cubism.
- Using a computer to make art allows the artist to draw perfectly symmetrical shapes. Do you agree or disagree this is true art? Explain your answer.

### **Assignment Sample(s): Assignment 3 – Draw an Animal**

Students use Inkscape's various shape tools to draw an animal. For example, a dog's body could be made up of an ellipse for the head and body, triangles for the ears and mouth, and rectangles for the legs and tail. Students must use the Rectangle, Ellipse, and Star Tools to draw the shapes that make up the animal they choose and then use the Select Tool to resize, rotate, and move the shapes before saving the drawing in the instructor's folder.

## Color

Students examine color, the visual spectrum, and the color spectrum. They study differences between additive and subtractive color mixing, how the color wheel represents relationships between colors, and the main properties of color, including hue, value, and intensity. Students then train on Inkscape's Swatches panel and color Palette. They draw and color lines with the Calligraphy Tool and explore the methods for changing color in Inkscape. Students learn to consider the optical and emotional effects of color, including simultaneous

contrast and optical color mixture. They draw color lines using RGB, HSL, CMYK, and the Wheel and learn how to apply Alpha, Blur, and Opacity. They also research and reflect in writing on key concepts from this unit. At the end of the unit, students use Inkscape's Swatches and Palette tools to draw a still life image and manipulate the lines, color, and gradients of the image.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- Why is it helpful for a digital artist to limit the colors in a color scheme?
- How are raster graphics and pointillism similar? How long do you think it took an artist to create a painting using the pointillism technique? How would that compare to using raster graphics today?

### **Assignment Sample(s): Assignment 4 – Draw an Outdoor Scene**

Students draw an outdoor scene that has different colors. They must use Inkscape's Calligraphy Tool to sketch out the different colored objects in the outdoor scene. Students must also use either the Fill and Stroke panel, the Swatches panel, or the Palette to color the different lines to match the colors of the outdoor scene. While the colors don't have to be perfect, the scene should be a close match before saving it to the instructor's folder.

## Value

Students survey value, lightness, darkness, contrast, gradation, and neutral colors. They identify common color models and create a gray scale, a red scale, a green scale, and a blue scale to understand how color scales work. Using the still life image of a wine glass, decanter and a bowl of grapes created in a previous unit, students learn to apply hard and soft highlights and add contrast and shadows to the objects using the Ellipse Tool. They use the Bezier Tool to draw highlights on aspects of one grape. They add color and then apply those highlights to the other grapes in the bowl, blurring the highlights to make them look a little softer and more natural, since the grapes aren't quite as reflective as the glass or decanter. Students also research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned about value and color to create a poster.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- What are the benefits to using the Munsell color model? Can you think of any drawbacks to using this model?
- How is value used in art?

**Assignment Sample(s): Assignment 5 – Make a Poster**

Students choose a favorite musician and then listen to their music. They then consider the colors the artist's music evokes and how to capture those colors digitally on a poster. To create it, they must use more than one drawing tool and incorporate at least five different color values, adding colors with different hues, saturation, lightness, opacity, and blur to the shapes and lines of the poster before saving it to the instructor's folder.

**Space**

Students explore space, plane, and picture plane; foreground, background, middle ground, positive shape, figure, negative shape, and ground; and types of perspective. They also study how space is used in 3D and 2D art. They draw a road using Inkscape's Box Tool to create one-point perspective lines. The Box Tool draws cubes using one-point, two-point, or three-point linear perspective and allows students to resize and reshape objects proportionally. To apply the principles of two-point perspective, students add doors to the boxes and curve the roof of one of the boxes so that they look more like buildings. Students then research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned by adding a table and a book to their still life image from previous units, aligning and coloring in one-point and two-point perspective to create the illusion of space.

**Unit Assignment(s):**

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- What are some considerations regarding space that an artist must take into account when creating a piece of art in 3D? In 2D?
- What are some common visual cues that artists use to create the illusion of depth?

**Assignment Sample(s): Assignment 6 – Create the Illusion of Space**

Students draw two shapes or objects to create the illusion of space. One of the objects must seem larger or closer than the other. To achieve this implied space, students must use at least two of the five visual cues covered in this unit. They include Size, Overlapping, Location, Color, and Atmospheric. Once the shapes or objects in the image create the illusion of space, students must save the assignment in the instructor's folder.

**Texture**

Students explore texture and visual feel, filter types, and how to add filters to shapes. They learn and use the visual tricks that make a piece of art seem to have texture it doesn't actually have. To practice the skill of creating visual feel, students add texture to the still life image of the table created in the previous unit, drawing a tablecloth and adding color and a glinting light, and a creating a shadow for the tablecloth. Students use the Text Tool to add a title to the book on the table and learn how to add filters to their still life image. In the process, they learn that text written with the Text Tool becomes an object that can be changed with Inkscape's other tools. Students then research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned about texture in the unit by creating either an abstract drawing or something more realistic that captures visual shape and feel.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- What are some ways that texture is used in art?
- What have you found to be the most enjoyable part of creating your Digital Art projects? Your least favorite? The easiest? The most difficult?

### **Assignment Sample(s): Assignment 7 – Draw a Landscape**

Students draw a landscape scene using a variety of shapes and textures, such as an ellipse for a sun and the top of a tree and a rectangle for the ground and the trunk of the tree. They then add a different filter to each of the shapes, using keystrokes like CTRL + Z to undo undesirable effects. Students must make sure the drawing incorporates at least six different shapes and that each shape has a different filter before saving it to the instructor's folder.

## **Review of Digital Arts I**

Students examine what they learned in the first half of the semester through Digital Arts I, including the elements of art: line, shape, form, color, value, space, and texture. They also review Inkscape's line and shape tools, drawing lines and shapes using Inkscape's line and shape tools. They use Inkscape's color tools to add color and value, the Box Tool to add form and space, and Filters to add texture. To prepare for the last eight units of the course, students preview the eight principles of design. They also explore Inkscape's Spiral, Paint Bucket, Erase, and Tweak Tools to draw spirals, fill shapes with color, erase drawn objects, and move and change objects in different ways. Students then research and reflect in writing on key concepts from this unit. At the end of the unit, students practice the skills they acquired in part one of the course using Inkscape's drawing tools.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion question:

- Think of a work of art that interests you. What type of perspective did the artist use to create it?

### **Assignment Sample(s): Assignment 8 – Practice Inkscape**

Students draw a variety of lines using Inkscape's line drawing tools (Pencil, Bezier, and Calligraphy Tools). They also use Inkscape's shape drawing tools (Rectangle, Ellipse, and Star Tools) to draw a variety of shapes, and Inkscape's color tools (Fill and Stroke panel, Color Palette, and Swatches panel) to add color to those shapes. After using the Filters commands to add filters, students save their completed image in the instructor's folder.

## **Repetition and Pattern**

Students create repetition and pattern using different art elements. They learn how artists use repetition and pattern in art, textiles, buildings, mosaic, illuminated manuscripts, jewelry, and other objects. They also explore the types of art that illustrate repetition and pattern well. Students start by using Inkscape's grid and drawing tools to design and draw a simple tile pattern. They use the Create Tiled Clones to make a larger pattern out of the simple tile design and learn how to use the Export as Bitmap command to save the project as a bitmap image. Students then research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned about repetition and pattern in the unit by designing a tiled background and manipulating it with Inkscape's various line tools and filters before exporting the file as a bitmap image.

### **Unit Assignment(s):**

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- The Taj Mahal took over 20 years to build and is filled with patterns, inside and out. Do you think anyone would create such a structure today of this magnitude? How long do you think it would take?

### **Assignment Sample(s): Assignment 9 – Design a Tiled Background**

Students draw a circular tile pattern using Inkscape's Ellipse Tool, ensuring the W and H fields are set to 400. They then choose a fill color for the circle and use the Rectangle, Ellipse, Star, or Pencil Tools to draw a pattern on the circle. Using keystrokes, such as CTRL + A to select all, students practice grouping shapes and creating tiled clones. Once they adjust the symmetry and pattern to finalize the background, students save their work in the instructor's folder.



## Contrast

Students learn how to create contrast using different art elements. They also explore how different artists use contrast in art and design. Throughout the unit, students respond to journal prompts that engage them to consider critically such topics as: why artists use value contrast, how color and contrast affect tone, and the role a company or agency plays in creating a brand and a logo. Students learn and use key vocabulary for the unit and for the industry, terms such as realistic, light, shadow, abstract, representation, and non-representation. Students also research and reflect in writing on key concepts from this unit. At the end of the unit, students apply what they've learned about contrast by using the Bezier Tool to design and create a logo. Students trace a bitmap image's outline and contour lines, fill the traced lines, add text, and then style the image, adding layers and sections of contrast throughout the process.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- How does an artist create contrast with colors? (*Teachers should show to their class a painting of their choice to facilitate this discussion*)
- Some famous logos have a hidden picture or meaning in them. For example, in the FedEx logo, there is an arrow in between the 'E' and the 'x.' Can you think of some other famous logos with hidden pictures in them?

### **Assignment Sample(s): Assignment 10 – Design a Logo**

Students create a logo by importing a bitmap image they like. In the Layers panel, they add a Trace layer and a Background layer. Using the Bezier Tool, they trace the outlines and detail lines of the bitmap image and fill the traced image with alternating sections of black and white. They then use Inkscape's various menus and commands to add contrast and text and to edit the traced image. Once the logo is complete, students save it in the instructor's folder.

## Variety

Students learn how to create variety using different art elements. They study the usage of variety in assemblage, installation art, street art, lithography, and book design. They discover and explore Inkscape's more advanced options and tools for adding variety to their artwork. Using the Trace Bitmap command, students learn how to apply the brightness cutoff, edge detection, color quantization, and invert image options to trace copies of a bitmap image in various ways. They learn how to add variety to a project using different colors, patterns, strokes, and filters and practice linking and unlinking cloned objects. Students then research and reflect in writing on key concepts from this unit, including how technology has changed the way artists create variety. At the end of the unit, students apply what they've learned to create a piece using different colors, gradients, lines, and filters.

### ☐ Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- How would you interpret the meaning behind Johann Dieter Wassmann's *Vorwärts! (Go Forward!)?* Why do you think he selected the pieces used in this example of assemblage art?

### Assignment Sample(s): Assignment 11 – Create a Variety Section

Students create a variety section by first importing a bitmap image they like. Using keystrokes like CTRL + C and CTRL + V, students practice copying and pasting bitmap images and arranging them without any overlapping. They then trace those images using any of the Trace Bitmap options (Brightness cutoff, Edge detection, Color quantization, Invert image, Brightness steps, Colors, or Grays) to create a variety project that can be saved in the instructor's folder.

## Movement and Rhythm

Students explore ways to create visual movement and rhythm using different art elements. They study the use of movement in Futurism, kinetic art, and comic books and learn how artists like Thomas Hart Benton, Rosa Bonheur, Alexander Calder, and Henri Matisse influenced the use of movement and rhythm in art. Students then explore movement and rhythm in their own work by using Inkscape to draw a top-down view of an ant or some other object. They use the Stroke to Path command to make the image easier to edit. After cloning the drawn objects, students arrange them using the motion guide lines to create movement. Throughout the unit, students research and reflect in writing on key concepts, including a critical prompt on how rhythm is different than pattern. At the end of the unit, students apply what they've learned to create a digital image with movement and rhythm.

### ☐ Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- What are some examples of kinetic art that you have recently seen? Where did you see them? Could you tell what the artist's purpose in creating that piece of art was?

### Assignment Sample(s): Assignment 12 – Make a Trail of Ants

Students use Inkscape's shape and line drawing tools to draw an ant from its side. The ant might have three circular shapes joined together to make the ant's body, six lines drawn down to make the legs, and two lines drawn out from one of the circular shapes to make antennae. Students then use the Edit menu to Create Tiled

Clones that they then arrange in the pattern of a moving trail. Once the project is complete, students save it in the instructor's folder.

## Proportion

Students learn how to create proportion using different art elements. They study key terms from the unit, such as scale, golden mean, Fibonacci sequence, Vitruvian Man, and Hieratic scale. They also examine how artists like André Derain, Hiroshige, Sir John Tenniel, and Marie-Denise Villers use proportion in their work. Students then explore proportion in their own work by using Inkscape to trace bitmap images and manually scale them proportionally to each other. Using the Transform panel, students move, scale, and rotate objects in Inkscape using number values. At the end of the unit, students finalize their work, making sure that the images they created are scaled to difference sizes. Students also reflect critically on proportion by finding an image that provides an example of proportion and responding to several prompts in writing using complete and correct sentences.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion question:

- What are some characteristics of Fauvism?

### **Assignment Sample(s): Assignment 13 – Work with Proportion**

Students work with proportion by importing three bitmap or Inkscape SVG images. They then either trace the bitmap images with the Bezier Tool or the Trace Bitmap command and then create a bitmap layer using the Edit menu's Cut command. Students then add color to the traced images and manually scale and move them into the desired spot. The objective is to have two images that are scaled to difference sizes saved in the instructor's folder.

## Balance

Students learn how to create balance using different art elements. They use Inkscape's Ellipse Tool to draw a circle and then break it up into four arc segments. They decorate an arc of the circle with the drawing tools and use the Create Tiled Clones command to clone the arcs to make a circle. They then decorate a copy of the arc using a drawing tool and the Path Union command, copy and resize circles, and finally move them inside of larger circles. Using the Paste Size command, students resize circles to match other circles. They then draw guide lines and use them to add balance to the project. At the end of the unit, students research and reflect in

writing on key concepts, using vocabulary central to their understanding of balance in art, such terms as: symmetrical balance and asymmetrical balance, formal and informal balance, relieved symmetry, visual weight, off balance, and radial balance.

#### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion question:

- Look up artwork from a famous painter, sculptor, and architect. Discuss the types of balance found in each example. How would it look if you changed the balance (e.g. from asymmetrical to symmetrical balance, radial balance to off balance)?

#### **Assignment Sample(s): Assignment 14 – Create Balance**

Students decide on what shape to use (rather than using a concentric circle), such as a square, a rectangle, an oval, a polygon, or a star. Using the appropriate tool, students draw the shape and set the shape's stroke color and style. They then use Inkscape's drawing and editing functions, such as those displayed on the Path menu, to create a pattern that shows balance and that can be saved in the instructor's folder.

## **Emphasis and Dominance**

Students learn how to create emphasis and dominance using different art elements. They also explore how artists like Julia Margaret Cameron, Edgar Degas, Maya Ying Lin, and Rembrandt van Rijn use emphasis and dominance in art and design. Students learn about counterpoint, direction lines, color contrasts, and value contrasts. They learn how to lock and hide layers in order to create different versions of the same artwork. Students also learn how to export individual layers as separate bitmap images. Throughout the unit, students research and reflect in writing on key concepts, including an important prompt on how emphasis and dominance are reflected in art. At the end of the unit, students apply the principles of emphasis and dominance by tracing bitmap images, cloning them, and then using the principles of emphasis and dominance with color, shape, and size to change the traced images.

#### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion questions:

- What things are typically emphasized in an ad on TV or online? How are they emphasized (texture, etc.)?

#### **Assignment Sample(s): Assignment 15 – Explore Emphasis and Dominance**

Students explore emphasis and dominance by tracing a bitmap image with the Bezier Tool or the Trace Bitmap command. They then hide the bitmap image on a different layer and make several copies of the traced image. Using at least two methods for emphasis (color, texture, shape, space, size, or lines), students must emphasize one of the traced images to complete a digital piece that can be saved in the instructor's folder.

## Harmony and Unity

Students learn how to create harmony and unity using different art elements. They explore the different ways artists like Honoré Daumier, Caspar David Friedrich, Adolph Menzel, Lilla Cabot Perry, and Johannes Vermeer use harmony and unity in art and design. Students study two types of unity, Visual and Conceptual. With Visual they learn how well all of the parts of an artwork look together; and with Conceptual, how well an artwork communicates a single idea, theme, or concept. Students engage with classic and modern art to examine the two types. Throughout the unit, students research and reflect in writing on key concepts, including how to achieve harmony and unity in art. At the end of the unit, students apply the principles they've learned to design a poster with ornamentation that incorporates a combination of art elements, such as lines, color, and texture, in order to create an engaging piece.

### Unit Assignment(s):

**In-Class Discussion:** The classroom teacher will facilitate an in-person discussion using the following discussion question:

- Divide the class up into equal groups and present a work of art. Give each group a topic from a previous unit in this course to discuss on how it relates to the artwork (e.g. lines, color, contrast, movement, emphasis, unity, etc.).

### **Assignment Sample(s): Assignment 16 – Make a Poster**

Students design and create a poster of a favorite book, movie, or band. They begin by drawing or tracing an image related to the subject of their poster or by selecting a bitmap image created in one of the other units of the course. Students then add layers of text, titles and subtitles, and a sidebar, choosing colors and font styles that create a sense of harmony and balance that unifies the piece before saving it in the instructor's folder.

# Course Materials

## Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Collaboration Corner	Edgenuity Inc	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Teacher-Led Online Discussion Forum
Edgenuity eNotes	Edgenuity Inc	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity Course Map	Edgenuity Inc	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource

### Other

Title	Authors	Date	Course material type	Website
Understanding Copyright	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
The Netiquette Top 5	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Matt Haley	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Lori B. Wicks	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Chad Otis	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Doug Vann	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Charlene Chua	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Brian Despain	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Tatiana Gill	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Morgan Keuler	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Bob Dornberg	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Nancy Egol Nikkal	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Ellen Forney	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Gretchen Yarbrough	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Rhett Thomas Nelson	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Seth Lunsford	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]

Title	Authors	Date	Course material type	Website
Artist Profile: Jeff Mihalyo	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Alex Wilson	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Leo Riley	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]
Artist Profile: Stefan Lawrence	Edgenuity Inc	[ empty ]	Informational Text	[ empty ]

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