



Visual Arts General Course Year 12

Selected Unit 3 syllabus content for the Externally set task 2026

This document is an extract from the *Visual Arts General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2026 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2026 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3 – Inspirations

Unit description

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

Suggested contexts

Teachers and students may explore one or more of the suggested contexts in this unit (this list is not exhaustive):

- concepts: emotions and imagination, universal issues
- styles and approaches: drawing and other visual documentation strategies or styles from different times and cultures, transformation or metamorphosis, styles of representation
- materials: clay, textile materials, 2D, 3D or 4D materials
- meanings and messages: visual narratives, personal response to artworks, literature and mass media
- purposes: traditional and/or contemporary body adornment, wearable art

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

This unit includes the knowledge, understandings and skills described below.

Art making

Inquiry

- use direct observation, expressive and exploratory drawing to create artwork
- explore alternatives, experiment and make informed decisions about the development of artwork
- organise information, research, plan and document design development process

Visual language

- use strategies for developing visual language in artwork - elements and principles of art

Visual influence

- examine specific artists and artwork with similar techniques, subject matter or approaches
- select sources of information and inspiration to develop own artwork

Art forms, media and techniques

- test and experiment with media when developing artwork
- apply and refine techniques in selected art forms

Art practice

- experiment and selectively apply materials and skills to produce artwork
- make appropriate and considered choices when developing artwork
- follow correct health and safety practices, respecting and acknowledging the work of others
- examine a variety of art forms and visual arts practices, referencing sources of information

Presentation

- record and arrange work in progress
- display finished artwork with an audience in mind

Reflection

- reflect on and maintain documentation of the development of thinking and working practices
- describes the ideas, meaning and personal direction taken in art making - artist statement

Art interpretation

Visual analysis

- use guided questions and critical analysis frameworks to interpret and evaluate artwork
- comment on subject matter, meaning and formal organisation – composition of artwork
- discuss artwork referring to visual language and using art terminology

Personal response

- structure responses giving reasons for opinions and interpretations about artwork
- identify various inspirations behind the development and creation of artwork

Meaning and purpose

- identify the purpose and discuss the techniques, visual language and approach used to communicate meaning in artwork

Social, cultural and historical contexts

- examine the subject matter of artwork, identifying the stylistic and technical aspects that locate it in a particular time, place or culture