



Farleys Yard Arts Awards

October 2008

A Celebration Of East Sussex Schools' Visual Arts
Farleys Yard Barn Gallery
Farleys Yard Barn, Farleys Yard, Chiddingly, East
Sussex, BN8 6HW



Website: www.farleysyard.org.uk

ACKNOWLEDGEMENTS

Farley's Yard Trust gratefully acknowledges the support of:

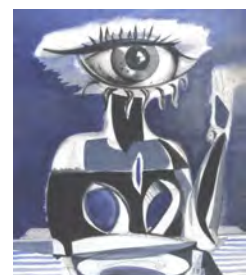


Farleys Yard Trust is indebted to the continuing support of the following companies who have generously provided prizes for the exhibition awards:



thecottonstore

Lewes



"Every child is an artist. The problem is how to remain an artist once he grows up."

Pablo Picasso

Farleys Yard Trust is delighted to present the Arts Awards for the third year in the barn at Farleys Farm. The barn at Farleys has become a prestigious gallery over the last few years with many shows. One which really excites is the Arts Awards giving young people a taste of what it feels like to see their work hanging alongside a house lived in by Roland Penrose and his wife Lee Miller. For participating schools and colleges it is the culmination of hard work and dedication and a chance to show the excellent work that is being done in the Art Department by pupils, to the wider public.

We thank all those involved in this year's awards, those great people who sponsor us and those donating prizes to the winners.

Farleys Yard Trust sits in the heart of rural Sussex bringing art in all forms to local communities, schools and colleges.

Cllr Sylvia Tidy

Chairman Farleys Yard Trust



WELCOME

“A poem or a picture have the quality of being like a window which opens out on a wider horizon and lets light into our consciousness.”

Roland Penrose

The Farleys Yard Arts Awards, now in its third year, is the result of a unique partnership with schools in East Sussex undertaking a process of selection of artwork from 10 Schools and Community Colleges studying art at GCSE and A level. These Awards are offered in 6 categories representing the broad range of media undertaken in art departments today – Painting /3D /Sculpture, Textiles, Sketchbooks, Photography/IT and Mixed media work on paper. There are 2 further awards for the most imaginative Surrealist works

For most students this is the first opportunity to exhibit their work publicly outside the examination framework. Each selected student receives a Farleys Certificate and one student in each category judged to have made the most outstanding work will receive a Farleys Arts Award and a prize of materials or equipment for their school which have been generously donated by several national and regional businesses.

Two further works winning the Surrealist Awards category will be hung for a year in Farley Farm House ‘Home of the Surrealists’ and seen by the visiting public alongside work by Lee Miller, Roland Penrose and other leading artists of the 20th century including Pablo Picasso, Man Ray and Max Ernst. All selected work is illustrated in this exhibition catalogue and posted on our website www.farleystyard.org.uk

Farleys Yard Trust believes young people deserve our support and encouragement. Their creativity is self evident in the quality of work on show and this requires us to rise to greater efforts to support such imaginative achievement in what are challenging times for young people. Our sincere thanks are due to all who have made this exhibition possible particularly the dedication of the teachers and schools, the generosity of the companies and benefactors and most of all the inspiration of the students themselves.



Farleys Yard Trust - the future

In looking to the future Farleys Yard Trust is committed to enabling access for the wider public to the cultural benefits that flow from the inspirational artistic legacy at Farleys as created by Roland Penrose, Lee Miller and some of the most the celebrated artistic giants of the 20th century, Henry Moore, Picasso, Man Ray, Max Ernst and many others who visited and collaborated at Farley Farm House. In addition to the ongoing educational workshops and projects we undertake with schools in East Sussex a series of initiatives are being put in place to further these aims.

An ongoing exhibition series is planned providing `Links to the Farleys Artistic Legacy` The first of these `Lee Miller at Farley Farm House` was exhibited earlier this year in the Farleys Barn Gallery and is now available for touring to schools colleges and small venues. Further exhibitions planned in this series feature Pablo Picasso, Roland Penrose and other celebrated artists associated with Farley Farm House.

The international dimension of the Farleys artistic legacy is represented by the presentation of the annual Mini Print International exhibition featuring over 600 individual contemporary artists from around the world. With the Farleys Yard Arts Awards becoming a major feature of the East Sussex schools year this exhibition completes this series combining a strong educational commitment in partnership with local schools and encouraging local young people to publicly exhibit their creative work in front of their peers, family and local communities. All this of course is dependant on sufficient resources, as do our further plans to hold occasional exhibitions featuring individual internationally renowned artists in addition to exposure for regional artists. The priority in all these proposals is to realise work of real educational benefit in East Sussex and the wider region.

If you value these activities please get in touch and let us know if you would like to support or help us realise these aims.

Ian Chance

Director, Farleys Yard Trust



WELCOME

“I was just a lorry driver's son that who had this aberration about wanting to be an artist.”

Richard Hamilton

On a baking hot afternoon in July 2007, Noel Hardy and Ian Chance from Farleys Yard Trust turned up at our school to see examples of student work. They burrowed their way through huge stacks of exam pieces, frequently nodding and occasionally sighing.

“Are there any more?” Ian asked

“Well only the ones on the wall, but they’re just early experiments,” I replied.

He walked over and stopped.

“Noel, come and see this...”

The piece they selected was a photo montage by one of our Year 12 Photography students and it would be hard to overstate the impact being selected had on her: Apart from feeling chuffed and honoured, her confidence, her dedication and her ambition all went stratospheric. She got far better than predicted grades and she’s now about to start her degree in photography at university.

This story is one of many that illustrate why we as a school value the work of the Farleys Yard Trust so much; their annual Arts Award exhibition has given students in this area the opportunity to see their work treated with the respect and attention usually afforded to professional work. I can think of no better way to motivate and reward our young artists.

As a Specialist Arts College, one of our roles is to meet the needs of the community and as part of our outreach programme, we have had the honour of helping the Farleys Yard Trust with the administration of this year’s exhibition. This has given us a unique insight into the inspirational work going on in our fellow secondary schools and the great difficulty of having to select exhibits. Our particularly community is not particularly well provided for with opportunities to celebrate the art work of young people, so it is hard to overstate the importance of these Arts Awards.

Andrew Brooke

Director of Visual and Performing Arts
Heathfield Community College



“God is really only another artist, he made the elephant, giraffe and cat. He has no real style but keeps trying new ideas.”

Pablo Picasso

A Level



**Saskia Minns –
‘Untitled’ Uplands
Community College**

The sketchbook explores my personal theme of War and how it has been portrayed through art.



**Najla Davis Heathfield
Community College**



**Stephanie Hartman – ‘Time’ Sketchbook
Sussex Downs
College**

Work in this sketchbook investigated and explored the theme of time. Ultimately, after comprehensively researching this topic along with creatively experimenting with a variety of methods and processes, I designed and made a fashion garment that fused the 20s jazz age with 70s punk.



**Naomi Walker Beacon Community
College**

In my project I concentrated on the links Between animals, especially cats, and the relationships that they have with their Environment. I did many drawings exploring a range of materials and was inspired by Joan Eardley and her use of text and image and Elizabeth Berrien's Wire Sculptures.

On my notebooks from school
On my desk and the trees
On the sand on the snow
I write your name.
from 'Liberty' by Paul Eluard

GCSE



Nicole Saxby – 'Belong and Desired' *Bexhill High School*

I wanted to contrast the being of fashion, and how people long to fit in but can't and then they're on the outside world and cannot make sense of clothing.



Lydia Donaldson – 'Kenya's Pain' *Beacon Community College*

The violence and conflict that was taking place in Kenya due to leadership contests shocked me. Animals and the environment as well as people were being harmed by the inharmonious relationships. I created a wall hanging to tell the story of what happened.



Emily Smith – ‘St. Agnes Beach’ *Chailey School*

I became inspired by a visit to St. Agnes Beach, Cornwall. Small, secretive and special, enclosed by cliffs. The sun made it sparkle and the colours were alive. I chose exciting materials including acrylic, beads, driftwood, fabrics and other textures to represent the beautiful beach with a combination of techniques; machine stitching, weaving, painting and collage.



Morgan Davies *Heathfield Community College*

In my piece I aimed to reflect the loss of my mind through mental illness in old age, particularly focusing on the loss of mentality in Alzheimer's. I tried to achieve the most insightful but sensitive way of tackling and interpreting this uncontrollable and heart wrenching issue. I felt the most appropriate way to convey the issue was in a soft sculpture textile piece, created using a variety of techniques such as appliqué, use of bondaweb and machine and hand embroidery. I feel I sensitively achieved a powerful and eye-catching piece with an underlying, saddening concept.

A Level



Ruby Hodgson *Bexhill College*

My project started as an exploration of sweets and cakes, which naturally progressed to a study of the Mad Hatter's Tea Party from Alice in Wonderland. I employed a variety of techniques to create sweets, biscuits and cakes, and from this exploration decided to stage a Wonderland style tea party atop the Mad Hatter's hat itself. I wanted it to look as though a tea party had been interrupted by the top of the hat springing open, causing the items on top to tumble down.



Annabelle Millar – 'Untitled' *Sussex Downs College*

By combining the subservient 50s domestic housewife with the domineering 80s business woman, I've designed and made a garment that addresses issues surrounding women and stereotypes in the 20th century. It celebrates the understated, subtle elegance and glamour that was alluded to in the 50s along with the overt, power dressing and sexuality that was championed during the 80s.



Amy Vivian *Beacon Community College*

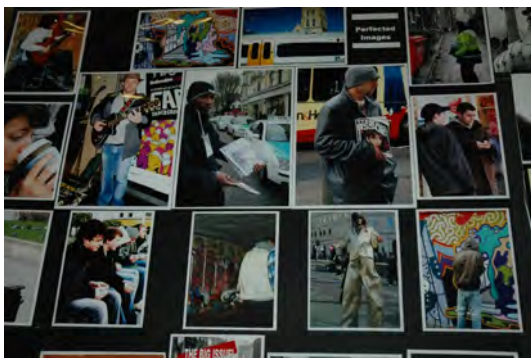
"Perhaps you haven't noticed. This is how it is."

Lee Miller

A Level

Phoebe Burrows *Bexhill College*

The project began with the word stimulus repetition which lead me to the idea of repeating fairytales, nursery rhymes and children's stories. I took pictures of the characters within these stories involving a fashion element in the pictures. The most effective story I photographed was "Alice in Wonderland", taking inspiration from the original illustrations by John Tenniel which I loved as a child, and from photographers that have done similarly themed shoots.



Rosie Phipps – 'The Bigger Issue' *Uplands Community College*

The 'bigger' issue is based on the homeless and housing crisis in this country.



Lilly Davis *Heathfield Community College*

I chose to express my chosen concept of 'transition' via self-portraiture as I believe it makes it more personal and further denotes the "change that occurs when something goes from being the same to being different".



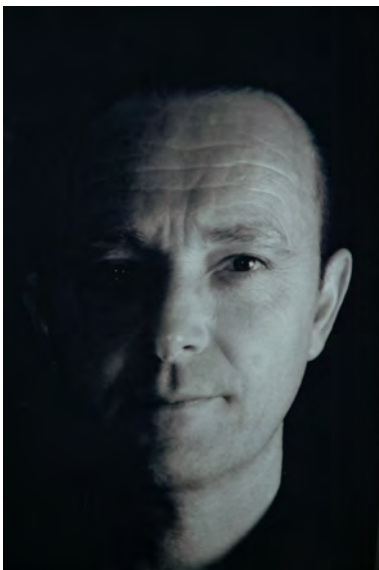
Fiona Bosley – ‘Identity’ *Sussex Downs College*

A picture is worth a thousand words, so what are a thousand pictures worth? On closer examination this self-portrait is in fact made up of many, many smaller images of my life and identity. I painstakingly produced this photographic mosaic using Photoshop.



Abbie-Jane Osborn -‘Palms’ *Uckfield Community Technology College*

An interesting perspective of palm trees, making the viewer guess the subject matter.



Lauren Marsh – ‘15 Minutes of Fame’ *Uplands Community College*

To explore the way people’s personalities are conveyed in portraiture photography. Looking at celebrity photographers such as Rankin and Andrew Eccles and the different techniques they use.

“Try to apply colours like words that shape poems, like notes that shape music.”
Joan Miro

GCSE



Emma Berry – ‘Snake’ Chailey School

We were asked to make a manmade and organic model. I am very into wildlife so decided to make a snake with mosaic patterns, using recycled materials. I looked at the work of other artists such as Lucy Casson, David Mach and Antoni Gaudi. The main shape was made of bendable tubing sewn in place, stuffed with newspaper to keep its shape and chicken wire, covered in papier mâché. Then a mosaic done with various materials and a brickwork pattern for the underneath of the snake using sandpaper giving the model different textures.



Amy Fasey – ‘Japanese Thorns’ Filsham Valley School

The hat was inspired by the idea of a Japanese geisha umbrella with a winding Korean thorn pattern covering its sections. It was created as a trial piece for my GCSE ‘multicultural’ project.



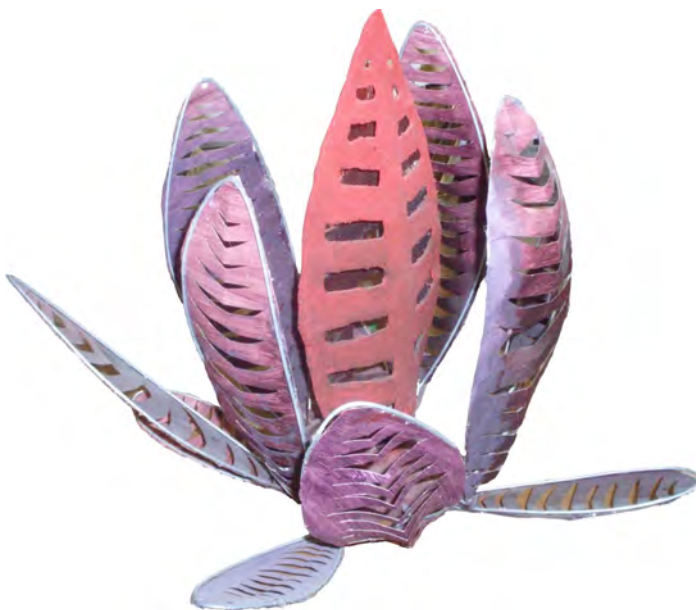
Amiee Rimmington – ‘Chicken’
Beacon Community College

I wanted to show through my artwork the suffering caused by battery farming. I tried to create the contrast between a healthy bird and one suffering the horrific effects of confinement, for example spines instead of feathers, the blindness in the eye and the discolouration of the comb and beak.



Emily Marsh—“Untitled’ *Beacon Community College*

My work is trying to show that clothing and fashion are barriers in many ways, both physically and mentally as people feel obliged to look good. By cutting away the fabric I am trying to symbolise the breakdown of such barriers.



Emma Mactear – ‘Fractal Flower’ *Uplands Community College*

A flower sculpture based on fractal geometry using recycled materials strengthened with P.V.A. and polyfiter, expressed with cool colours.



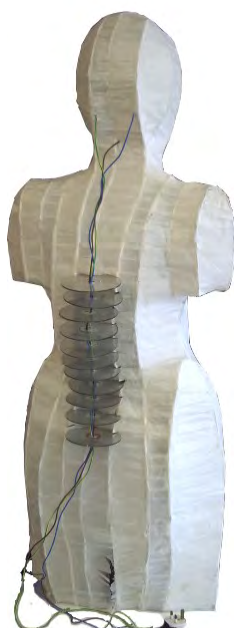
Lucas Shone—'Solitude' Ringmer Community College

The inspiration for this piece came from a photograph I saw of innocent prisoners against the fence of a prison camp... the white figure represents the innocence of those not involved, yet caught up in war, the blindfold signifies the fact that they are being held by the cage against their will... the violence and unfairness of war and conflict is captured in the cage surrounded by the barbed wire... I feel this piece captures the feelings of innocent people "trapped" by the feelings of insecurity brought on by conflict.



Grace Hosken—'My World' Ringmer Community College

I want to draw people right into my world so they can see things how I see them and become totally surrounded by the things that are important to me. I researched instillation art and different artists; I focused mainly on Damien Hirst and his works. I decided to do four canvases with each canvas having a subject that is important to me and my life, I chose 'love, security, peace and freedom'. I linked each canvas using wire or another media type to express how things are linked in my world and how you cannot have one without the other. I designed the fifth and final canvas to be quite confrontational to the viewer, it has the words 'This is my world not yours' in small printed type on the canvas and I wanted the viewer to understand that they have just experienced my world.



Verity Seaward-Fisher—'Electric Spine' *Chailey School*

My initial inspiration for the sculpture came from Man Ray's 'Le Violon d'Ingres'. From here I looked at the human spine. I was very interested in its organic shape and how each separate disc blends perfectly to allow a mechanical motion. I felt the spine and skeleton in itself was representative of the concept of 'organic'. The spinal cord and nervous system reminded me of electricity and that is symbolised in my final sculpture with the use of wires.

A Level



Katie Walton – 'As Told by Me' *Uckfield Community Technology College A Level*

The shape was developed through the study of ancient Greek Vessels and Urns, and the surface detail inspired by the artist Grayson Perry and the way he decorates his own work to tell a story. The story depicted on my piece is that of my own life, with different elements and areas depicted through symbolism.



Max Dowle – ‘Vortex of Emotions’ *Sussex Downs College A Level*

The 3D piece is based on a recent emotional journey. Through the sculpture I have depicted a personal vortex of emotions. I have experimented with a variety of materials including plaster, photographs and found objects.



Hannah Walker—‘Bird Cage’ *Uckfield Community Technology College A Level*

A sculpture inspired by the ‘chandelier’ works of Winnie Lui, demonstrating the security of childhood and branching out into the big wide world.



Yohan Agelou – ‘Me, Myself and I’ *Sussex Downs College A Level*

My self-portrait modroc mask was devised for a ‘portraiture’ project set during my GCSE Art and Design course. I took the opportunity to paint my mask in the style of Wassily Kandinsky whose work I love and admire.



Gabrielle Brooks – ‘Transition’
Sussex Downs College A Level

This piece is about the transition from youth to waste and how youth and relationships are lost.



Carly Fuller – ‘Changes of a Landscape’
Uplands Community College A Level

My work represents the change and development from a rural landscape into an urban city/town via deforestation.



Kate Vince *Heathfield Community College*
A Level

This piece of work of Gary Hume and his overlaying line drawings of people. I took his idea and produced a wire drawing of someone's face in different places and angles to represent the idea of movement. I added a light to create shadows and therefore more lines.

“All good ideas arrive by chance. “
Max Ernst

GCSE



Georgia Waters – ‘Escape into innocence’ Beacon Community College GCSE??????????

I explored the concept of ridding one’s self of experience and revisiting the security of innocence. The nakedness and items represent me physically removing all parts of my experience. The stark room symbolises innocence with its peeling wood panels, representing a world of memories, behind which you can see my child’s drawings.



Thea Rostant – ‘Adolescent Transition’ Uckfield Community Technology College

My piece was inspired by the barriers used to protect children aged sixteen, no longer a child, I have more freedom and am breaking the barriers. The white lily symbolises the death of childhood, the chrysalis represents the barriers protecting a child and the butterfly shows my new found freedom.



Elizabeth Bass – ‘Ice Plants’ Bexhill High School

My piece was inspired by the theme of ‘barriers’, which led me to explore natural barriers. The Ice Plants formed a massive repeating pattern which I developed into a theme using various media, including three dimensional vacuum formed shapes.

A Level



Elliot Bennet—'Stags' *Bexhill College*

I used a mixed media of pencil, ink and gauche on water colour paper. I went to the New forest and saw a herd of red deer sitting together. Trying to get close as possible I took pictures of them. I then collaged my pictures to have the stags entangled and coming out of the page in order to link to my theme of mythological creatures.



Kathryn Alford *Heathfield Community College*

I chose this technique because I wanted to emphasise real features of the buildings and for the audience to experience the busyness of a city. I also wanted to achieve a contrasting effect between old and new, and the thought that using this old technique on some modern and old buildings could show the contrast successfully and in an interesting way.



Lauren Bartlett *Beacon Community College*

“I paint what cannot be photographed, that which comes from the imagination or from dreams, or from an unconscious drive.”

Man Ray

GCSE



Jamie Coates – ‘Step into the Woods’ *Uplands Community College*

A combination of abstracted shapes with romantic representation of woodland animals.



Jessica Wood—‘Going Underground’ *Uckfield Community Technology College*

My piece incorporates aspects of a young adult’s life and represents the many barriers we experience; time, love and ignorance. The Underground is used to show life stages with destiny a mysterious driver. I used an urban style to be ironic and wanted it to be seen as art not vandalism.



Corion Crosby – ‘Buddha in Duplicate’ *Filsham Valley School*

The painting was inspired by a visit to Hastings museum and art gallery. It portrays two symmetrical Buddha’s in profile. I wanted to make people see the Buddha’s from a different perspective.

A Level



Max Fitzgerald – ‘Transition’ *Sussex Downs College*

The work depicts the transition of human to animal and the descent into madness, as the head is bestial. The bath symbolises birth. The work is influenced by impressionism and surrealist styles.



Emily Fletcher – ‘Landscape’ *Uckfield Community Technology College*

This landscape was based on the countryside in Derbyshire and was intended to capture a lot of memories and emotion through symbolism.



Emma Donegan – ‘Untitled’ *Uplands Community College*

There is one area of water that particularly interests me – how humans waste water. In my painting I am conveying the idea of the tap and the drain where sections of the plughole are represented by countries of the world.



Thea Wilkins *Heathfield Community College*

The general concept of this piece was to question stereotypes and show that everyone isn't always as they seem. Having to wear a uniform presents a boundary and does mask off the true person that lays beneath. What we wear in our own time often gives a good insight into the person we really are. Style, colour, make-up and trends can indicate sexual preference, hobbies and music interests, just to name a few. To express my ideas I chose to print a line-up of three policemen but alter the uniform of one of them and paint him so that under his uniform you could see a superman outfit. By showing this I am not trying to say he is actually superman I'm just making my point of you never know what someone could be hiding behind a façade.

Chip Searle—'South Street Seaport, New York' *Bexhill College*



The composition jumped at me from 20 yards away. I immediately took a photograph and decided to paint it several weeks later. The painting captures Manhattan's diverse depth of architectural shapes and surfaces with a foreground of contrasts in rugged, textured ropes, boats and bridges covered in rusty iron and rivets combined with the glass sky scrappers: a reflection of surface, but also a reflection of the city's exciting modern culture.



Heidi Voss *Heathfield Community College*

In this piece I was trying to show personal pressure, the piece is a self portrait and the composition highlights pressure. I chose pressure because it's an issue that many people are affected by, however old or young they are. Here, the main pressure is alcohol and peer pressure.

NOTES

What we do:

Farleys Yard Trust is an imaginative Arts and Educational centre being created at the home of Surrealism in England.

Education is at the heart of all we do. The Farleys Yard Trust's year-round educational programme provides opportunities for workshops, talks, screenings and drama presentations throughout East Sussex and wider afield, for both Adults and children. Farleys Yard Trust also develops partnerships in response to educational, corporate and community needs and requests.

Who we are:



Ian Chance. *Director*

Ian is leader of the Farley's Yard Team and is responsible for initiating the Trust's Arts and Education Programmes with associated resourcing of Projects and activities.



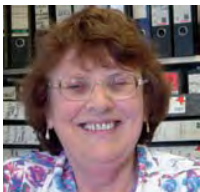
Cllr. Sylvia Tidy. *Chairman*

Sylvia is both East Sussex County Councillor and Wealden District Councillor and carries the flag for the Board of Trustees.



Tony Penrose. *Founder Trustee*

Son of Roland Penrose and Lee Miller is founder of the Farleys Yard Trust, our principal advocate, guardian of the artistic legacy at Farleys and inspirational pioneer.



Brenda Longley. *Honorary Company Secretary*

Brenda keeps the Farleys Yard Trust financial and business affairs in good order.

Where you find us:

If you are interested in finding out more or wish to support the work of the trust please contact us at:

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Farley Farm House Fax: 01825 872733

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East Sussex BN8 6HW Website: www.farleysyard.org.uk

www.leemiller.co.uk

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Bexhill College ~ Penland Road, Bexhill-on-Sea, E.Sussex, TN40 2JG

Emma Rawson

Bexhill High School ~ Down Road, Bexhill-on-Sea, TN39 4HT

Quentin Carver-Carpenter

Chailey School ~ Mill Lane, South Chailey, Lewes, BN8 4PU

Head of Art, Dawn Johnson

Filsham Valley School – Edinburgh Road, St Leonards-on-Sea, TN38 8DA

Head of Art, Mandy Holbeche

Heathfield Community College ~ Cade Street, Heathfield, TN21 8RJ

Director of Art, Andrew Brooke; Kelly Davies

Ringmer Community College ~ Lewes Road, Ringmer, Lewes, BN8 5NE

Head of Art, Lindy Nyaseme;

Sussex Downs College ~ Mountfield Road, Lewes, E. Sussex BN7 2XH

Visual Arts Co-ordinator, Chris Mansell; James Dibiase; Susie Hartley

Uckfield Community College ~ Downsview Crescent, Uckfield, TN22 3DJ

Head of Art, Clare Summons; Rachell Johnson; Tess Deverill

Uplands Community Technology College ~ Uplands, Wadhurst, TN5 6BA

Head of Art, Julie Court

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