



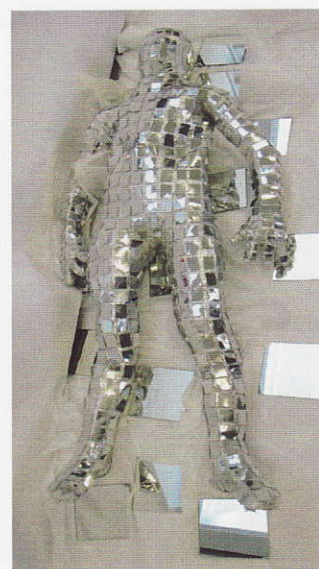
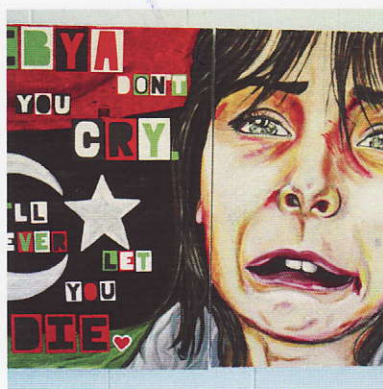
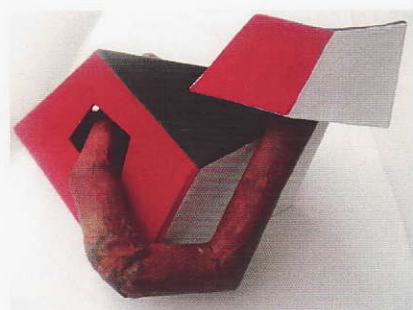
Farleys Yard Trust

*Education is at the heart of all we do*

## Farleys Yard Arts Awards

A Celebration of East Sussex Schools' Visual Arts  
Farleys Barn Gallery, Muddles Green, Chiddingfold,  
East Sussex

October 2011



wates  
foundation

## ACKNOWLEDGEMENTS

Farleys Yard Trust gratefully acknowledges the support of:

wates  
foundation



Heathfield  
Community College  
Arts College specialising in  
Visual and Performing Arts



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



The Sussex Photographic Centre based in Seaford and Lewes, providing expert and helpful advice and the cream of world cameras and telescopes.

seawhite  
OF BRIGHTON

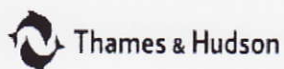
Suppliers of quality art and design materials, backed by a friendly personal service.

*lee miller*

The Lee Miller Archives at Farley Farm House, Chiddingfold.



Leading publishers in the field of art, architecture and photography design. Publishers of "Roland Penrose, The Friendly Surrealist"



International publisher whose titles include "The Boy who bit Picasso" and "The Lives of Lee Miller".

GOSSYPIMUM

thecottonstore      Lewes

A leading independent brand in Fairtrade - certified organic cotton fashion with shops in Lewes and Hayes.

inwood

Manufactures of engineered timber framed structures, laminated beams, cladding and timber



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**This exhibition is dedicated to the memory of Elizabeth Rayner, former trustee of Farleys Yard Trust, in gratitude for her outstanding support.**

## **Welcome to the Farleys Yard Arts Awards 2011**

Since 2006 the Farleys Yard Arts Awards exhibition has celebrated the outstanding creativity of East Sussex students studying at GCSE and A level in the County and it is a great delight to be holding it again in the Farleys Barn Gallery at Farley Farm House. The connection with Farley Farm House and Barn to such famous names as Roland Penrose, Lee Miller, Picasso and many others will give the young students a real sense of contributing to and connecting with a very exciting part of the art world.

The Farleys Yard Trust is an Arts and Educational Trust set up as a charity and we are encouraged by the support and commitment from so many organisations and people.

Support and funding are essential for us to continue our educational programme and the thanks of the Board of Trustees must go to Antony Penrose for his determination and diligence in founding the Trust and for being its founder Chairman.

This years Arts Awards Exhibition continues to celebrate the wealth of talent and creativity that is harboured within the schools and colleges of East Sussex.

I would like to extend my sincere thanks to all involved in arranging this exhibition particularly to all the Art Departments in the schools across East Sussex who share their creative vision and enthusiasm with the students and our Sponsors who have given so generously in their support of the Awards.

Cllr Sylvia Tidy

Chairman, Farleys Yard Trust





## INTRODUCTION

*"If we are to move towards a wider consciousness we need constantly to experiment and to understand the experiments of others. That is why I am a surrealist. To experiment with reality."*

*Roland Penrose, 1938*

The Farleys Yard Arts Awards 2011 comprises creative artwork from 11 schools and community colleges in East Sussex undertaking art at GCSE/Level 2 and at A Level/Level 3. These Awards are offered at both levels in six categories, representing the broad range of media undertaken in art departments today — Painting, Sculpture/Mixed Media, Textiles, Sketch books, Photography/IT and Works on paper. There are two further Awards for the most imaginative Surrealist works.

The initial selection is made in the schools by the heads of art who choose artwork in the category or categories that best represent the achievements of their students. For most students this is the first opportunity to exhibit their work publicly outside the examination framework thereby experiencing a response to their work from their peers and the wider public which is after all one of the most important reasons for making the work in the first place.

Each selected student received a Farleys Yard Arts Certificate and one student in each category, judged to have made the most outstanding work, received a Farleys Arts Award and a prize for their school which has been generously donated by one of several national and regional businesses. Two further works winning the Surrealist Awards category will be hung for a year in Farley Farm House, the 'Home of the Surrealists' and be seen by the visiting public alongside work by Lee Miller, Roland Penrose and many other leading artists of the 20th century including Pablo Picasso, Man Ray, Joan Miro and Max Ernst. All the students' selected work is illustrated in the exhibition catalogue and posted on our website. See back page for links.

Farleys Yard Trust believes young people deserve our active support and encouragement to fulfil their creative potential and we hope they find true inspiration in the setting at Farleys (Barn Gallery and House) along with the special selection of quotations by artists associated with Farley Farm House that are included in this catalogue. This is an occasion to celebrate the exceptional creativity of this imaginative and thoughtful generation of young people in East Sussex Schools. The quality of work on show is the product of much hard work and inspired teaching and it challenges us to rise to greater efforts in support of such achievements.

**Ian Chance.**

Director

Farleys Yard Trust 2011



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*Education is at the heart of all we do*



**This is part of a letter written by one local school which has taken part in the Farleys Yard Arts Awards every year and with whom we have developed a bespoke project. Our dream, subject to funding, is to work similarly with other young people and their art teachers.**

Between March and April 2011, Farleys Yard Trust (FYT) supported our Yr 11 students in the final two units of their Creative and Media Diploma. FYT agreed to act as the client for our project, which was to create a piece of work and to curate an exhibition of this work in response to a visit to a public gallery or museum.

Rosemary Colebourn worked with us to write the brief and visited us twice; once to deliver the brief and to expertly guide the students around an exhibition of Lee Miller's photographs, exhibited in the college at the time. Her second visit was to watch the students' group presentations and to give them very positive and insightful written and verbal comments which spurred the students on to produce excellent final pieces. Our group visited Farley Farm House and were inspired by the diverse artworks and artefacts on display in both the house and gardens there, to create their own pieces, ranging from painting, collage and photography to sculpture and installations. They worked very hard not just to produce their own work, but also to make and send out invitations, organise lighting, music, signage and refreshments for the exhibition.

Our exhibition, entitled 'Ghosts of Farley Farm House: artists from the past inspiring artists of the future', was visited by Rosemary, accompanied by Antony Penrose, and joined by the students' own invited guests. Antony took the time to talk to each student at length about his or her work, even though he had a further appointment to get to his grandson's birthday party! Each one of my students felt great about themselves and their work after talking to him, regardless of ability. They were all genuinely thrilled by his visit and at having mounted, as one student said to me, 'my first real exhibition'. Working with Farley Farm House as a client meant that students felt they really had to 'raise their game'. The project felt real to them, (which it was), and the knowledge that they would be presenting to their client on a certain date, come what may, and that their client would be visiting the exhibition meant that they really pushed themselves to their creative limits and worked well together to curate a magnificent display of work.

Farley Yard Trust contributed hugely towards my students leaving their secondary school having experienced great success; almost all of them far exceeding their own expectations in the quality of work that they were able to create.

Kate Thomson  
Teacher of Art, Media and Design  
Ringmer Academy





## PARTNERSHIP

This has been an exciting year to be working with schools and colleges across East Sussex. I am now in contact with every head of art and headteacher keeping everyone up to date with the opportunities that the Farleys Yard Trust can provide. The response has been terrific.

In September, in the Farleys Barn Gallery, Antony Penrose met art teachers, some new to the work of the Trust, to discuss FYT plans and ensure everyone was ready for this year's Arts Awards. It has been really good to work again with Chris Vigor, the community arts coordinator of Heathfield Community College. Providing the administrative support for these arts awards is a strand of their outstanding community arts outreach and part of their specialism in the Performing and Visual Arts. Without the Headteacher's support and Chris' commitment these Awards could not take place. It is very gratifying now to know that over half of East Sussex secondary schools and colleges have taken part in the Arts Awards since 2006 and more are keen to take part in the future. One of the key reasons for the increasing interest is that this is the only showcase open to all county schools and colleges and their talented visual arts students. The catalogues each year are testament to the quality and range of the teaching and superb response by students on both vocational and academic courses. This exhibition remains open until the end of October and schools and colleges are very much encouraged to bring groups to see, and be motivated by the exciting variety and achievement of their peers, as well as tour the house and garden if they wish. Families can also visit on Sunday October 16 from 10 – 3.30.

The greatest news this year was to hear of our support from the Wealden and Rother Rural Partnership to curate 2 new photographic exhibitions able to be hired by schools and communities. The first 'Roland Penrose's Surrealist Camera' was launched in August at the Lewes Artwave Festival to great acclaim. The second 'Picasso at Play', featuring Picasso's personal links to Farley Farm House, will be shown for the first time early next summer here in the Barn Gallery. Together with our 'Lee Miller at Farley Farm' exhibition we now have 3 outstanding exhibitions available for hire. They act as a key stimulus to projects around surrealism, artists of the 20<sup>th</sup> century, photography, photo-journalism and the life, work and impact of Roland Penrose and Lee Miller. We encourage schools to talk directly with us to plan illustrated talks, gallery tours, workshops or projects. Please see the back of this catalogue for contact details.

FYT is proud to have mounted two exhibitions of outdoor sculpture in 2011.

Btec students from Bexhill and Uckfield mounted their own shows of specially made site specific works in the garden of Farley Farm House. The students worked in response to a demanding brief by the curators of FFH.

It is very rewarding to work in partnership with our schools and together we may be able to access further funds to create projects in the arts, even in these tricky times! Do get in touch.

**Rosemary Colebourn**

Education advisor and co-ordinator  
Farleys Yard Trust 2011

07552487694 [rosemarycolebourn@btinternet.com](mailto:rosemarycolebourn@btinternet.com)



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

**Man Ray**

## GCSE/Level 2



**Jessie Fitzgerald** - 'Warped Identity'  
Chailey School

*I have woven together images of family to explore the meaning of family and perceptions of family life. I like that from a distance it's not clear that what the images are, hence they are warped and distorted within the warp.*

**Jessie Fitzgerald** - Warped Identity



**Abbie Mann** - 'Dereliction and Decay'  
Beacon Community College

*I made this piece to show the different textures present in decay and to show how surfaces change over time. To do this I used a combination of various techniques to represent the different textures in decay and erosion.*

**Abbie Mann** - Dereliction and Decay

**GOSSYPIMUM**

*A Level/Level 3*



**Rebecca Byford** - 'Peacock  
'Up-cycled' Dress'  
Beacon Community College  
*The peacock dress combines  
the pride of the animal, the  
ethos of recycling and the  
beauty of the female form.*

**Rebecca Byford** - Peacock Up-cycled Dress



**Lauren Hanlon** - 'Seascape'  
Bexhill College



**Leona Garvey**  
Sussex Down 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**

### GCSE/Level 2



**Georgia Lea**

St. Richard's Catholic College.

*This project was inspired by the many forms of the Seven Deadly Sins. Due to the unusual nature of the topic, I was able to explore many relating artists and their work, in order to develop my ideas.*

**Georgia Lea - Seven Deadly Sins**

### A level/Level 3



**Bronwen Rowlands**

Beacon Community College

*In the tailor's cellar, on brown paper patterns, lay the measurements of his customers. Who were they? What sort of suits had they ordered? A visit to a bespoke tailor and a copy of Beatrix Potter's The Tailor of Gloucester inspired this sketchbook, which explores graphically the mysteries surrounding tailoring.*

**Bronwen Rowlands - The Tailor of Gloucester**

**Lucy Margetts**

Ringmer Academy

*This sketchbook is a development into my understanding of the nature of portraiture. During the exploration of this subject I wanted to learn the diverse characteristics of what defines a portrait and makes it significant. I learnt that there is no set answer, each person has a different interpretation and so the linked final piece shows a range of very different photographs all of which can fall into the category of portraiture.*



**Lucy Margetts - Portraiture**

## PHOTOGRAPHY

*lee miller*

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

**Lee Miller**

### GCSE /Level 2



**Oliver Haywood - Dream, Nightmare & Fairytales**

**Oliver Haywood - ' Dream, Nightmare & Fairytales**

Uplands Community College

*Taking inspiration from Annie Leibovitz and Tim Burton I have produced a book of photographs that explore the theme of dream, nightmare and fairytales. Pictures are subtle but they feel lost as if in a fairy-tale dream.*



**Clarissa Holt - Tea in the Toilet**

**Clarissa Holt - 'Tea in the Toilet'**

Ringmer Academy

*This piece has been inspired by a visit to Farley Farm House. With an Alice in Wonderland feel I tried to show structure amongst chaos and the unknown.*



**Sophie Anderson - Ghost**

**Sophie Anderson - 'Ghost'**

Priory School

*This photograph is from a series of portraits inspired by contemporary photographer, Saffron Reichenbacker. I originally shot using 35mm film and then digitally enhanced the contrast.*



**Hannah Osbourne - 'Movement'**

Heathfield Community College





### A Level/level 3



**Beth McCarthy** - 'Who am I?'

**Beth McCarthy** - 'Who am I?' - Ringmer Academy

*These photos represent both myself and my Grandmother as one. This work was inspired by a derelict house left with all the secrets of the past.*



**Abigail Moss - Coomes** - 'The Decay of the Human Mind'

Uckfield Community College

*A visual exploration of the effects of schizophrenia on the human mind.*

**Abigail Moss-Coomes** - The Decay of the Human Mind



**Rachel Godfrey** - 'Horse Mask'

Sussex Downs College

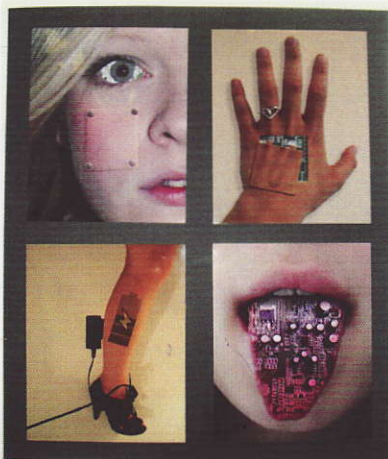
## PHOTOGRAPHY



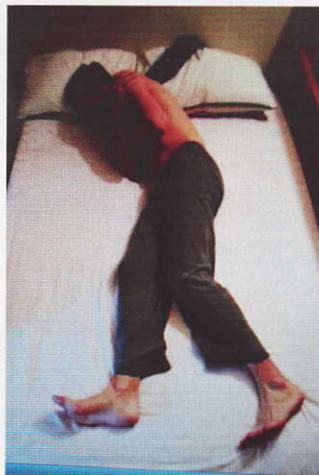
**Jenny Warnett - 'Fate'** Bexhill College

*My focus for this photograph was body image and the distress it causes young women in today's society. I wanted to capture it in a way that shows how in public people put on a façade but behind closed doors they reveal themselves and their struggles this particular image focuses on the models struggle with anorexia and how she is being destroyed and tormented by her body image.*

**Jenny Warnett - Fate**



**Hayley Scanlon - 'Digital Body Parts'**  
Sussex Downs College



**Jenni Molesworth - 'Rhythms & Cycles'** Final Outcome

Beacon Community College

*To produce an animation from still digital photos, initially inspired by pop videos and photo repetition by Muybridge.*

**Jennie Molesworth - Rhythms & Cycles**





**Natasha Bowler - Beach**

## **Natasha Bowler - 'Beach'**

Heathfield Community College

*One of my main passions in photography is capturing the natural beauty of the beach. I was inspired by the unique composition of the coastline, and different patterns and textures found there. My main influence of my montage was from David Hockney who is an artist that creates photographic montages based on unusual landscapes.*



**Kern Fairburn - Untitled**

## **Kern Fairburn - 'Untitled'**

Uplands Community College

*A mystery and imagination has been the inspiration for this digitally manipulated piece.*

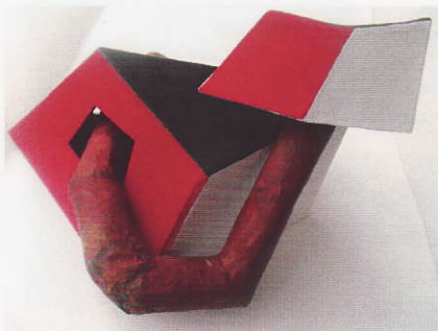


**Lucy Margetts - Flowers**

## **Lucy Margetts - 'Flowers'**

Ringmer Academy

*The technique I became familiar with in achieving the final flower photos enables a warped and unrealistic perspective, one that could not be seen by the naked eye or capture in a conventional photograph. In manipulating the equipment to produce a macro-free lens, extra light was filtered in and the colours exaggerated; creating an ethereal effect.*



**Abel Stephens - 'Untitled'**

Priory School

*For this abstract sculpture I was inspired by modern architecture and the artist Barbara Hepworth. I wanted to show contrast between the shape representing a rusty pipe and the clean straight lines of the main structure.*

**Abel Stephens -Untitled**



**Rose Tierney - 'Heads Down for the Foremen'**  
Beacon Community College

*"Initially I started looking at clocks and cogs, this then developed onto looking at efficiency in the 1920's and "Clocking In and Out". I explored the theme using a range of media. This was linked by a poem which related to the theme that inspired me"*

**Rose Tierney - Heads Down for the Foremen**



**Sophia Blee - 'Silverman'**

Ringmer Academy

*Inspired by the work of Antony Gormley. I wanted to explore the relationship between man and the environment.*

**Sophia Blee - Silverman**





**Ashley Cole** - 'Surfaces Koi in Water'  
Cavendish School  
*Celebration of surfaces Two Loï carp  
swimming in water*

**Ashley Cole** - Surfaces Koi in Water



**Hannah Hervey** -  
'Homage to Giorgio de Chirico'  
Cavendish School  
*Artist Study—coffee stained  
cardboard relief embellished with  
a variety of interesting surfaces  
using non art materials.*

**Hannah Harvey** - Homage to Giorgio de Chirico



*"Try to apply colours like words that shape poems, like notes that shape music"*  
**Joan Miro**

**A Level/level 3**



**Rebecca Eggleton** - 'The Chair'  
Uckfield Community College  
*Through this piece of work I aimed to put across the idea of removing an object's purpose and function. The fragile layer that the matchstick creates removed its purpose of being a chair.*

**Rebecca Eggleton** - The Chair



**Stephanie Haywood**  
Uplands Community College  
*Inspired by the work of David Smith, this sculpture was created with the idea of using it to view the landscape through the viewfinder.*

**Stephanie Haywood** - Sculpture



**Natalie Wade - 'Transient'**

Beacon Community College

*This work is part of my research into immigration. The suitcase is representative of what one chooses to take with them when confronted with immigration - such as personal objects to remember what they are leaving behind. The pins and branding represent the barriers that come with crossing borders, and the social issues relating to immigration - the pain of leaving loved ones, a loss of identity, cultural divisions and subsequent discrimination.*

**Natalie Wade - Sculpture**

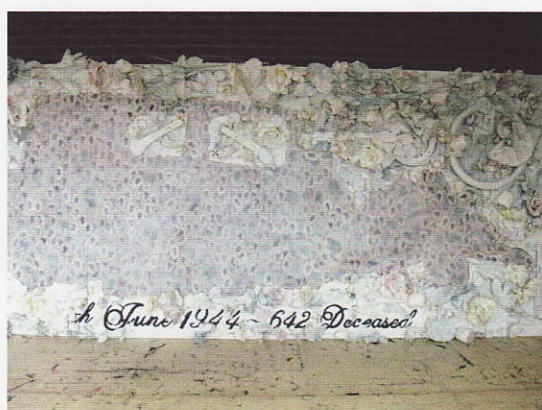


**Lottie Ticehurst - 'Mum'**

Heathfield Community College

*After experimenting with different ways of manipulating the human facial form, I came across this technique of squashing the face against the glass of a scanner and scanning it. I then applied the image to a box to make it look as though the person is trapped inside. After researching the tape sculpture artist Mark Jenkins, I decided to create a tape sculpture to make a 3D person.*

**Lottie Ticehurst - Mum**



**Lottie Ticehurst - 'Oradour sur Glane'**

Heathfield Community College

*This piece is a memorial to the 642 victims of the Oradour sur Glane village massacre on the 10th June 1944 in France. The car is made up of 642 silhouettes, and the background of a car is used because there were still cars rusting around the village to this day.*

**Lottie Ticehurst - Oradour Sur  
Glane**





**Charlie Abbas - Sculpture**

**Charlie Abbas - 'Tree of Life' Ringmer Academy**

*My piece represents the link between bark of a tree and human skin. It shows how the aging process affects all organic forms.*



**Annie Verrall - Identity**

**Annie Verrall - 'Identity' Bexhill College**

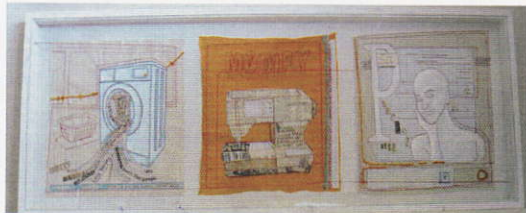
*I want my work to have an impact on people when they look at it and provoke some kind of feeling. I hope this piece makes people think and question. It is about 'identity' and I hope people can relate to the idea of insecurities about who they are.*

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



**Francesca Levings - Untitled**

**Francesca Levings - 'Untitled'**  
Uckfield Community College  
*Exploring the meaning behind a simple facial expression, and if there is a deeper, hidden emotion within.*



**Emma Bishopp - Women's Work**

**Emma Bishopp - 'Women's Work'**  
Beacon Community College  
*"Women's Work" explores deprivation of identity; investigating the poignancy of mass produced facades pressurising women to conform, how women are modified accommodating those around them. Although focusing on the struggle to escape domestic stereotypes, it emphasises women's choice to pursue their ideals, whether it be the domestic or career world.*



**Alice Woodham - A Waste of Time**

**Alice Woodham - 'A Waste of Time'**  
Bexhill College  
*Inspired by Horsebridge Mill waterwheel, this piece represents times influence upon structures. Materials vary from a grain fan to a rayburn riddle, sources both on and off site. These objects no longer function alone however, combined they symbolise the once working wheel, now a subject of time itself.*



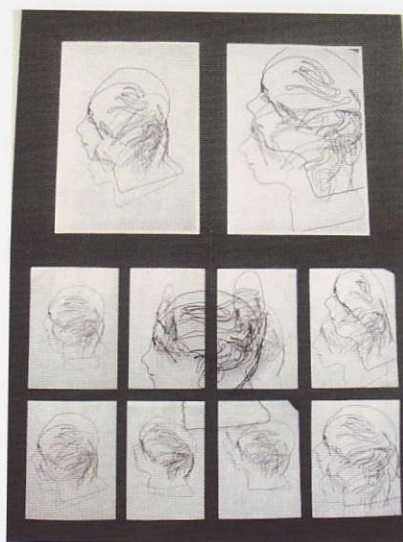
## WORKS ON PAPER

**seawhite**  
OF BRIGHTON

*"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**

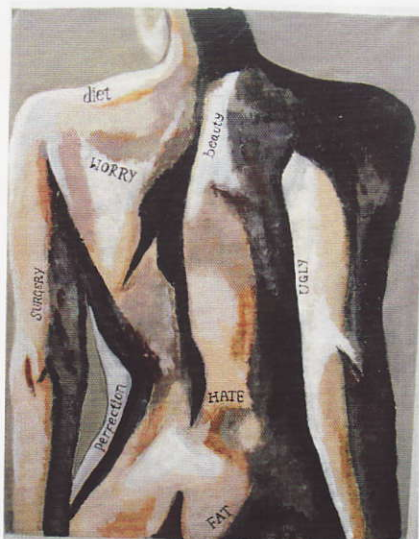
### GCSE/Level 2



**Ben Farrer - '3D Wire Sculpture with Images'**  
Sussex Downs College

**Ben Farrer- 3D Wire Sculpture with Images**

### A Level/level 3



**Emily Wright - 'Nude Painting'**  
Sussex Downs College

**Emily Wright - Nude Painting**



**Maddy Broad - Beginning**

**Maddy Broad - 'Beginning'**

Uckfield Community College

*Beginning can be daunting. Before now, I've over-thought the making of that first mark. When it came to my first AS art lesson however, I was determined to approach work with a new attack. This piece encapsulates the beginning of bolder experimentation and a lively, sometimes cheeky, approach to art.*



**Evie Armstrong-Clarke - Character Face**

**Evie Armstrong-Clarke - 'Character Face'**

Uplands Community College

*Exploring the character and personality from someone's face, making a combination of life, photographs and memory. Similar to that of Giacometti, which mirrors a reflection of loneliness and contemplation of time.*



**Hannah Thompson**  
Undercarriage 747

**Hannah Thompson - 'Undercarriage 747'**

Heathfield Community College

*Since I can remember, I have had a passion for flight and the concept of aerodynamics. By bringing both my love for art and flying together I feel I have created a unique art form, representing me as an individual and stepping "outside the box" artistically. My piece shows the undercarriage of a Boeing 777 and displays the vast amount of technological components used within the aircraft. I wanted the audience to see how I see these machines; conveying my enthusiasm for them and remarking on the beauty of all the working mechanisms to create a final composition.*



## PAINTING



*"All good ideas arrive by chance."*

**Max Ernst**

### GCSE/Level 2



#### **Josh Preston - 'Me and Moi'**

Chailey School

*By filtering the environment around me, leaving what I truly want and love, replacing my face with my finger print allowed me to create a picture with a surreal aspect. I felt that 'wham!' and 'Water Lily Pond' reflected the party boy and the tranquil me.*

**Josh Preston - Me and Moi**



#### **Alexi Marshall - 'Waka Waka'**

Uplands Community College

*Inspired by the World Cup Song Africa 2010. The song has a strong atmosphere of happiness and cheering. The painting represents the transition from realism to graphics as the turban morphs into the shape of Africa.*

**Alexi Mashall - Waka Waka**

*"People want to find a "meaning" in everything and everyone. That's disease of our age, an age that is anything but practical but believes itself to be more practical than any other age."*

**Pablo Picasso**



**Mia Bradford - 'Self Portrait'**

Heathfield Community College

*I looked at various artists but was inspired by Marcus Harvey's portraits over objects. As the theme was Myself and Identity, I chose to paint a self-portrait over objects. I specifically chose objects from my childhood and from around my home. I chose to paint in black and white because it would make more of a visual impact.*

**Mia Bradford—Self Portrait**

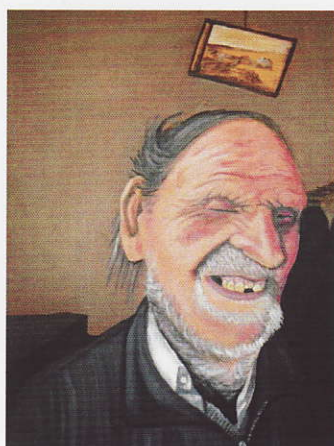


**Georgia Semple**  
She Perserveres

**Georgia Semple - 'She Perseveres'**

Uckfield Community College

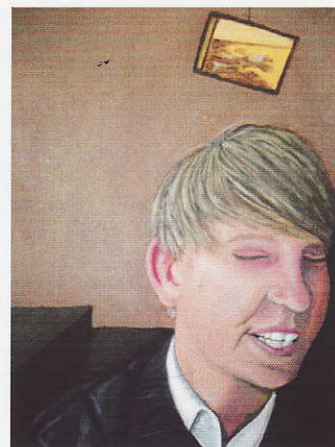
*This is my Mother. Everyday she battles with trying hardships. I used bold colour and thick impasto strokes to evoke raw emotion, her imperfection and her beauty. The blank and motionless stare portrays her reluctance to show her true feeling. My mother represents perseverance.*



**Jordan Haynes**  
'Similarities & Differences'

Priory School

*These paintings are the outcome of my GCSE exam project, where I aimed to show similarities and differences between two people from different generations.*



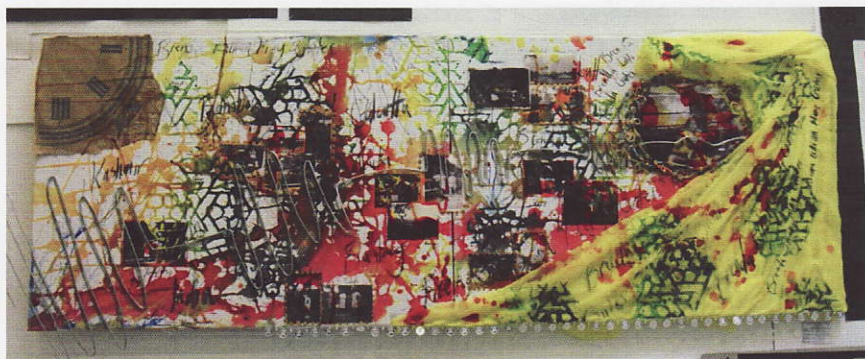
**Jordan Haynes - Similarities & Differences**



## PAINTING



**A Level/Level 3**



**Emma Brock— Untitled**

**Emma Brock** - 'Untitled' Uckfield Community College

*This piece was inspired by my journey of finding out about my Grandmother's life while she was growing up in India.*



**Zahra Alazaibi** - Destination: Freedom

**Zahra Alazaibi** - 'Destination: Freedom' Bexhill College

*This painting was inspired by Frida Kahlo; in the sense of putting a part of her into her work, in this situation it's including a part of my nationality that I didn't really discuss, but I have never been as proud as now to be Libyan. The style of the text on the left hand side was inspired by Tracey Emin. My family and friends were all affected by the uprising in Libya in February. I decided to create a painting in solidarity with the Libyan people. I wanted to follow their journey to freedom rather than just the desired result. I worked from my own photography to create this result and a photograph of the painting was in fact published and exhibited in Benghazi in July 2011. I am very proud that I am able to share my support through my passion with the rest of the world.*





**Katie Heywood**—Student Protest

**Katie Heywood - 'Student Protest'**

Heathfield Community College

*I have tried to create a scene which explores the relationship between buildings and people. It is based on one of the many student marches, where thousands of people were funnelling through the streets of London. I was inspired by how many people could fit down these narrow streets, and how much the buildings around us dictated where we could go, containing us. It was as if, like the protesters and the Police, the buildings were controlling where we could go no matter how many of us there were leaning over us and imposing on us like we felt the Government was.*



**Grace Bell** – 'Can you save me?' St. Richard's Catholic College.

*I witnessed the pier on fire as I live opposite, and the next day I took a photograph of firemen overlooking the pier in sorrow, unable to prevent further destruction. This seemed like an excellent topic and I used it as the inspiration for this painting.*

**Grace Bell** - Can you save me?



## PAINTING



*"People want to find a "meaning" in everything and everyone. That's disease of our age, an age that is anything but practical but believes itself to be more practical than any other age."*

**Pablo Picasso**

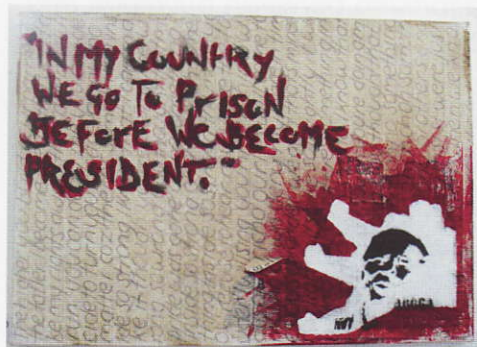


**Alice Lambert - Literacy Works**

**Alice Lambert – 'Literacy Works'**

Uplands Community College'

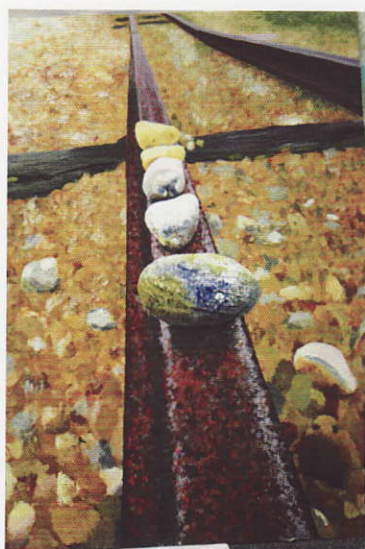
*This canvas combines my passion for English Literature and contemporary art. I have reconstructed the canvas to reflect my mood within the piece*



**Nathan Bishop - Painting on Canvas**

**Nathan Bishop**

'Painting on Canvas'  
Sussex Downs College



**Dean Slidel - Sleepers on the Beach**

**Dean Slidel - 'Sleepers on the Beach'**  
Bexhill College

*I want my work to have an impact on people when they look at it and provoke some kind of feeling. I hope this piece makes people think and question, it is about 'identity' and I hope people can relate to the idea of insecurities about who they are.*

**Patron: Julian Fellowes, Lord Fellowes of West Stafford.**

## **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 exhibition hire, projects, workshops, talks, 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 an East Sussex County 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.



**Rosemary Colebourn . Education Advisor & Co-ordinate**

Rosemary is the first point of contact for all schools, colleges and community organisations.



**Chris Vigor. Project Co-ordinator Farleys Yard Arts Award**

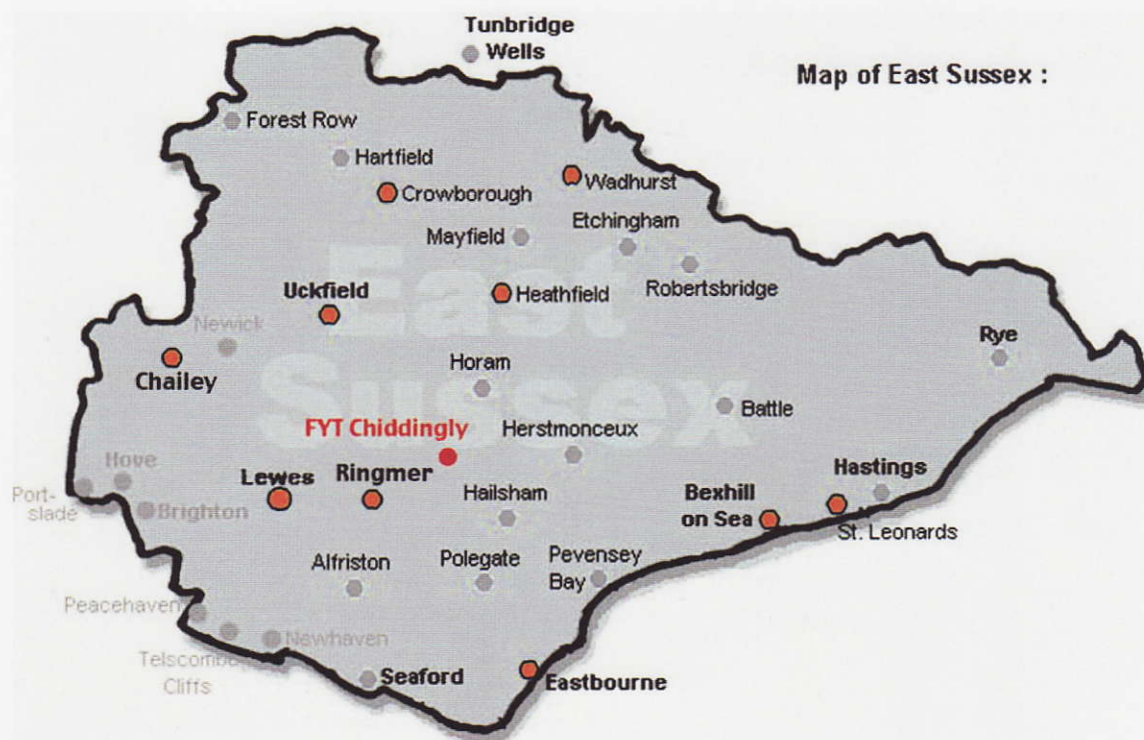


**David Burrough. Trustee**

**With thanks to Farleys Farm House Staff**

**Ami Bouhassane, Kerry Negahban, Kate Henderson**





#### Farleys Yard Associate Schools Group: Participating Schools and Colleges.

Beacon Community College ~ East Beeches Road, Crowborough, TN6 2AS	<i>Petra Giffard</i>
Bexhill College ~ Penland Road, Bexhill-on-Sea, E.Sussex, TN40 2JG	<i>Julie Clark</i>
Cavendish School ~ Eldon Road, Eastbourne, BN21 1UE	<i>Mary Watts</i>
Chailey School ~ Mill Lane, South Chailey, Lewes, BN8 4PU	<i>Dawn Johnson</i>
Priory School ~ Mountfield Road, Lewes. BN7 2XN	<i>Bianca Faricy</i>
Heathfield Community College ~ Cade Street, Heathfield, TN21 8RJ	<i>Francesca Ireland</i>
Ringmer Academy ~ Lewes Road, Ringmer, Lewes, BN8 5NE	<i>Lindy Nyaseme</i>
St. Richard's Catholic College~Ashdown Road, Bexhill-on-Sea TN40 1SE	<i>Chris Halligan</i>
Sussex Downs College ~ Mountfield Road, Lewes, E. Sussex BN7 2XH	<i>Meg Sullivan</i>
Uckfield Community College ~ Downsview Crescent, Uckfield, TN22 3DJ	<i>Miranda Kemp &amp; Julie Jennings</i>
Uplands Community Technology College ~ Uplands, Wadhurst, TN5 6BA	<i>Julie Court</i>

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#### 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:

**Farleys Yard Trust, Farley Farm House, Chiddingly East Sussex BN8 6HW**

**Telephone: 01825 872691**

**Website: [www.farleysyard.org.uk](http://www.farleysyard.org.uk)**

**[www.leemiller.co.uk](http://www.leemiller.co.uk)**

**[www.farleyfarmhouse.co.uk](http://www.farleyfarmhouse.co.uk)**

**[www.rolandpenrose.co.uk](http://www.rolandpenrose.co.uk)**

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