



**Farley Arts Trust**  
*with education at our core*

# Farley Arts Trust Awards

A Celebration of East Sussex Schools and  
Colleges Visual Arts at Farley Farm Gallery

October 2013



**Farley Arts Trust gratefully acknowledges the support of:**

Individuals who have specifically funded the 2013  
Farley Arts Trust Awards

The South Square Trust  
The Ian Askew Charitable Trust  
Waitrose Community Matters Fund  
Heathfield Co-operative Society

**Farley Arts Trust is indebted to the generosity of the following companies who have kindly provided prizes for the 2013 Farley Arts Trust exhibition awards.**



Manufacturers of engineered timber framed structures, glue laminated beams, cladding and timber components in sustainable timber



19 High Street, School Hill,  
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**Thames & Hudson**

**Farley Arts Trust wishes to acknowledge the continued support of staff at the Lee Miller Archive enabling the exhibition to take place in Farley Farm Gallery.**



*"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**

Farley Arts Trust believes young people deserve our active support and encouragement to fulfil their creative potential. We hope they find true inspiration in the Farley Arts Trust Awards, an occasion to celebrate the exceptional creativity of this imaginative generation of students in East Sussex schools. The quality of work on show is evidence of hard work and inspired teaching. These achievements deserve our wholehearted support.

The Farley Arts Awards 2013 comprise of artwork from 11 Schools and Colleges in East Sussex undertaking art at GCSE/Level 2 and at A Level/Level 3. These Awards are offered at both levels in seven categories and represent the range of media undertaken in art departments today – Painting, 2D/mixed media, 3D Sculpture, Mixed Media, Textiles, Sketch books and Photography with 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 categories that best represent the achievements of their students. As this is the first opportunity to exhibit publicly outside the examination framework, students experience a response to their work from their peers and the wider public, an important reason for making the work in the first place.

Each selected student receives a Farley Arts Trust Award Certificate and one student in each category, judged to have made the most outstanding work, receives a Farley Arts Trust Award prize for their school. These 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 major artists of the 20th century including Pablo Picasso, Man Ray, Joan Miro and Max Ernst. The students' selected work is illustrated in this exhibition catalogue and posted on our website. See back page for links.

Congratulations are due to all exhibitors and those who have made this exhibition possible. We hope they find inspiration in the setting at Farley Farm House along with the special selection of quotations that are included in this catalogue, by artists associated with Farley Farm House.

**Ian Chance**

Artistic Director  
Farley Arts Trust

Farley Arts Trust has over the last seven years celebrated the outstanding creativity of East Sussex students studying Art at GCSE and A level and this year, 2013, we are again delighted to be holding the Arts Awards Exhibition in the Farley Farm Gallery in the grounds of Farley Farm House.

Our aim is to celebrate, with this exhibition, the creative talent that lies within our schools and show the wider public gems which would otherwise remain hidden from us. My sincere thanks to all involved in organising the exhibition and to the Art Departments across East Sussex who share their creative vision and enthusiasm with their students.

Farley Arts Trust works very closely with educational institutions and community groups to find ways to develop projects linked with the legacy of Farley Farm House that will enhance and stimulate the experience and creativity of 'students' of all ages. For example, over the last few years we have been compiling 3 photographic exhibitions:

Lee Miller at Farley Farm

Roland Penrose's Surrealist Camera

Picasso at Play

The last two were part grant funded by the Leader Plus Programme through the WARR Partnership and have been viewed by several thousand people. They have toured many of our local schools, been on show at the Lewes Art Wave, Battle, Seaford and Eastbourne and venues in Southampton, Suffolk and Cambridgeshire, to name a few.

Support and funding are essential for us to continue our educational programme and the Board of Trustees would like to thank particularly our sponsors who have given so generously in their support of these Arts Awards. I am sure that you will thoroughly enjoy this fascinating exhibition.

**Cllr Sylvia Tidy**  
Chairman  
Farley Arts Trust



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*with education at our core*

**For further information about the Farley Arts Trust go to: [www.farleyartstrust.co.uk](http://www.farleyartstrust.co.uk).  
For information on the hire of our exhibitions and developing projects please contact:  
Rosemary Colebourn on [rosemarycolebourn@btinternet.com](mailto:rosemarycolebourn@btinternet.com) or call 07552487695**

Patron: The Lord Fellowes of West Stafford Trustees: Sylvia Tidy (Chairman); Brenda Longley (Treasurer); Mark Barrett; Griselda Bear David Burrough; Antony Penrose Director: Ian Chance Education Advisor: Rosemary Colebourn  
Farley Arts Trust registered office Farley Farm House, Muddles Green, Chiddingfold, Lewes, East Sussex, BN8 6HW  
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***“Greetings to the solitary. Friends, fellow beings, you are not strangers to us. We are closer to one another than we realise. Let us remember one another in the night, even though we do not know each others names.”***

**David Gascoyne**

## GCSE/Level 2

### **Jade Carter. Identity**

Acrylic. Bishop Bell School

*Jade researched the unity crowds feel at festivals and gigs. She also researched Album art. The hour glass represents time. The bomb symbolises power and danger and ultimately death. Contained within the fragile hourglass it represents that all life comes to an end.*



**Jade Carter. Identity**

### **Natalie Bain. Diptych of Native American Indian**

Acrylic. Uplands Community College

*This diptych explores the relationship between Native Americans and their former homeland as well as highlighting the negative impact on the land and their displacement through European colonisation. The repeated composition highlights the change in the landscape as well as expressing the emotion of the Native American people.* Set of 2 Paintings



**Natalie Bain. Diptych of Native American Indian**

## A Level/Level 3

### **Katherine Porter. Lion and Girl**

Oil. Heathfield Community College

*"I was inspired by David Tress: he captures movement through dramatic mark making. This painting was also based on the fur trade. The woman represents how the fur trade is stealing the lion's mane, also known as a lion's pride."*

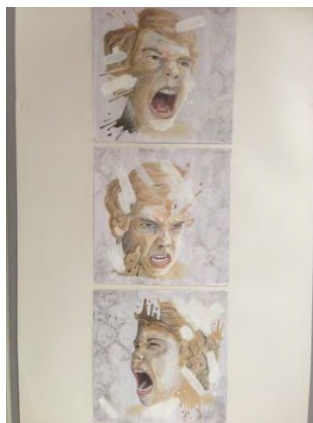


**Katherine Porter.** Lion Girl

### **Toby Stafford. Fit of Rage**

Acrylic. Beacon Community College

*"These three paintings were the end result of a project inspired by vulnerability and desperate, intense emotion. Influenced by artists including Jill Greenberg, Jenny Saville and Carne Griffiths, I aimed to combine detailed painting with messy, gestural techniques in an attempt to capture the despairing rage of a child."*



**Toby Stafford.**  
Fit of Rage

### **Alexi Marshall. Identity**

Oil. Uplands Community College

*"The piece was created in response to a project on Identity. The work aims to capture the identity and individual qualities of people who you pass on the street. Through painting, the work explores the character of the person and highlights their unique features."*



**Alexi Marshall.** Identity

### **Charlotte Pestell. En Masse**

Acrylic/spray paint. Bexhill Sixth Form College

*"I have used symbols I had on the theme of En Masse. I used the image of a container ship, as it physically ships the every need of a modern person around the world, but it also metaphorically contains my ideas as it contains objects. The use of squares and rectangles form a pattern, like the mass of human forms in the mines of Brazil. I wanted to reflect on the power of these massive external forces both natural and man-made. In essence it is a reflection on power and form."*



**Charlotte Pestell.** En Masse

## **Mathilda Bennett-Greene.** Immersion

Acrylic. Sussex Downs College

*"The viewer is immersed in the underwater world of the swimmer, where weightlessness, liquidity and depth become interchangeable. Through studying Bonnard, Chagall and O'Donoghue's use of paint and light, I have captured the shimmering reflections and distortions as the swimmer's head breaks through the surface and into the world above.."*



## **Tamsin Bassett.** Untitled

Acrylic. Bexhill Sixth Form College

*"The meaning behind this piece is a theme linked towards vanity, youth and how superficial it is. I have used pages from the book The Picture of Dorian Gray. The subject I feel is hiding from herself, from her fear of ageing. The blindfold is covering the face linking with my desired aesthetic 'covert and obscured'."*

**Mathilda Bennett-Greene.**  
Immersion



## **Ania De Stroumillo.**

Between Sleeping and Awakening  
Acrylic. Sussex Downs College

*"Between the subconscious and the conscious, between the experience and the realisation, between the past and the future. From Salvador Dali through Allen Jones to Yang Shaobin this painting captures the elusive quality of knowing and not knowing, from turning from the sleep of the past to realisation of the present."*

**Tamsin Bassett.** Untitled



**Ania De Stroumillo.**  
Between Sleeping and Awakening

***"A poem or a picture have the quality of being like a window which opens out on a horizon and lets light into our consciousness."*** Roland Penrose

## GCSE/Level 2

### **Elva Tucker. Amulet**

Tissue and cartridge paper. Rye College

*"My piece is influenced by the Hamsa hand and my love of printing. Through studying themes of protection, I decided to create my own amulet, designed to echo the circle of life and to show the layers of protection we surround ourselves with to face the world."*



**Elva Tucker. Amulet**

### **Laura Osbourne. Fun Fair**

Photograph and collage. Bexhill High School

*A response to the colour and brightness of the fun fair and what it hides.*



**Laura Osbourne. Fun Fair**

### **Claudia Mercer. Deeds not Words**

Acrylic and mixed media. Bishop Bell School

*Claudia worked to create a typical 1950s' housewife and then to highlight how women have been repressed in society. She destroyed the canvas using kitchen utensils, knitting needles, fake nails etc. to reveal the undercurrent of emotion. The canvas was made using her grandmother's apron amongst other symbols of housewifery.*



**Claudia Mercer. Deeds not Words**

## **Isabella Woodcock.** La Vida y La Muerte

Acrylic and gold transfer paper. Rye College

*"My piece is created in response to the multitude of ways in which different cultures view life and death. I was enthralled by the Mexican way of celebrating death and wanted to explore this joyous, loving way of seeing what we perceive as such a grief-ridden, dark part of life."*



## **Isabella Woodcock.**

La Vida y La Muerte

## **Alicia Mellett.** Face of a Feral Cat

Mixed Media. Beacon Community College

*"I wanted my piece to convey how alike domestic cats and big cats are. I have combined printmaking and mixed media techniques to create a piece of work based on a visit to a local Zoo and photographs of my own cat."*



## **Alicia Mellett.**

Face of a Feral Cat

## **Lian Wood.** Overwhelmed

Acrylic, sand, PVA glue, cardboard. Rye College

*"With my painting, I wanted to explore how I could show strong, powerful and passionate feelings in an abstract way, experimenting with movement and colour to convey how emotions are controlled by oneself; however they can become uncontrollable and force people into an unknown and alien place."*



## **Lian Wood.** Overwhelmed

## **Issy Murray.** Untitled

Ink, oil and collage. Seaford Head School



## A Level/Level 3

### **Charlotte Pestell. Protection**

Acrylic, PVA, varnish, collage, OSB.  
Bexhill Sixth Form College

*"I began researching into the most violent areas of the world - in Mexico 35,000 have died in four years due to the "drug war". Parallel to this charade is the migration of Mexican monarch butterflies. But unlike the American and Mexican drugs trade the Mexican Monarch butterfly colonies are declining. I am very interested in these strange equivalents, these migrations in which one causes death and the other life."*



**Charlotte Pestell. Protection**  
(2 pictures)

### **Samantha Graham. Unpredictable**

Acrylic, wax, ink, sand.  
Bexhill Sixth Form College

*"The main influence behind this painting is the evident coastal erosion seen along the stretch of sea behind my house conveyed by the subject matter and the textures created. This erosion made me think of how much the coastline had changed since I was little and the unpredictable nature of the sea. In turn reflecting upon my own life and how much I have changed as an individual and the unknown future I will be facing. I was heavily inspired by Maggi Hambling's wave paintings and Jackson Pollock's 'action' drip paintings."*



**Samantha Graham. Unpredictable** (2 of 4 pictures)

*"All art should have a certain mystery and should make demands on the spectator. Giving a sculpture or a drawing too explicit a title takes away part of that mystery so that the spectator moves on to the next object, making no effort to ponder the meaning of what he has just seen. Everyone thinks that he or she looks but they don't really, you know"*  
Henry Moore

## GCSE/Level 2

### Ellen Kemp. Bat in Flight

Mixed Media. Beacon Community College

*"After visiting Drusillas zoo, I became fascinated by Rodrigues Fruit Bats. I wanted to capture the bat in flight, as this is when they are at their most majestic. My intention was to show the ragged, yet elegant nature of a bat, and perhaps hint at their mischievous and unpredictable personalities."*



Ellen Kemp. Bat in Flight

### Rosaria Moore. Untitled

Ink on fabric. Seaford Head School

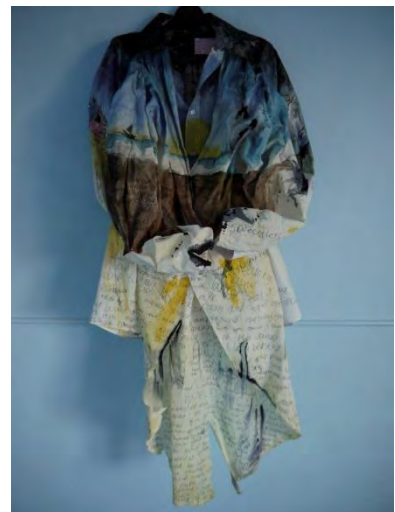
### Oscar Bedell. A Political Perspective

Clay/wax. Chailey School

*"I decided to look at political characteristics in surreal fashion, specifically through facial expression representing corruption."*



Oscar Bedell. A Political Perspective



Rosaria Moore. Untitled

**Steph Taylor.** Seed Heads in the Breeze  
Mixed Media. Beacon Community College

*"My work is about movement and how seed heads move in the breeze. I was inspired by photographs by Karl Blossfeldt and through researching paper lanterns."*

**Miriam Chumbley.** Untitled  
Waxed terracotta clay. Seaford head School



**Miriam Chumbley.** Untitled

## A Level/Level 3

**Ebony Wong.** Chair and Canvas  
Wood and canvas. Heathfield Community College

*"Inspired by Robert Rauschenberg my aim was to create an 'object painting'. Although the chair and the canvas are separate they appear as one with the visual connection of directional paint. I am interested in the concept of transformation and was eager to transform a mundane everyday item into a versatile creative object."*

**Verity Powell.** Octopus  
Metal. Uplands Community College

*The work has been created by welding pieces of metal together to form the structure of an octopus. The piece was inspired by animals and their environments. The piece explores the construction of an octopus' form. The metal used emphasises the power of the creature.*



**Steph Taylor.**  
Seed Heads in the Breeze



**Ebony Wong.** Chair and Canvas



**Verity Powell.** Octopus

**Hannah Fitchett.**

Obsessive, Compulsive, Repetitive  
Mixed Media. Sussex Downs College

*A thought provoking comment on society's obsessions and compulsions. A 5 door sculpture, it is interactive; it rotates, doors can be opened and curtains drawn. It forces the viewer to become aware of subconscious mundane aspects of human behaviour such as washing, eating and obsessive habits like looking in the mirror, checking the time, brushing teeth.*



Detail: 1 of 5

**Jay Powell.**

Circles, Triangles, Squares  
Wood. Sussex Downs College

*The reduction of form into three primary shapes celebrates the principles laid down by the Bauhaus. The wood is left raw and natural which contrasts with its precise cuts and straight lines. A technical feat, this sculpture uses rods, slotting through interlocking ends of blocks of beech wood creating a swivel action which enables the individual shapes to appear suspended in animation.*

**Jay Powell.** Circles, Triangles, Squares**James Sheridan.** Untitled

Wood and plastic. Uckfield Community Technology College

*"Through creating a Christmas tree out of guns, I am trying to highlight the high contrast of emotion and actions between Christmas and conflict in places such as Afghanistan."*

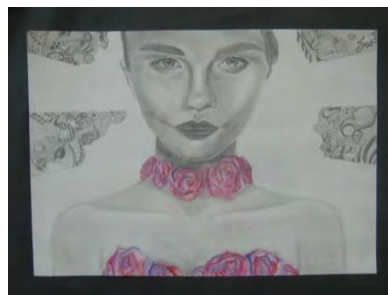
**James Sheridan.** Untitled

**"Never permit a dichotomy in your life, a dichotomy in which you hate what you do so that you can have pleasure in your spare time. Look for a solution in which your work will give you as much happiness as your spare time."**  
**Pablo Picasso**

## GCSE/Level 2

**Eloise Jeffery.** Force  
Mixed Media. Bexhill High School

*A response to the aims of fashion and the media to force the way we look.*



**Eloise Jeffery.** Force

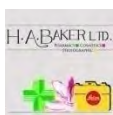
**Janet Lalla-Hamblin.** Alice  
Mixed Media. Seaford Head School

*"This piece was largely inspired by Alison Lambert's work with expressive, monochrome portraits. The image comes from a photo taken especially for the artwork, of two of my friends. The pose, and the darker range of materials, were used to create a dramatic image describing the importance of our friendship."*



**Janet Lalla-Hamblin.** Alice

## Photography



**"The thing that makes one man's work finer than others is his honesty."** Lee Miller

## GCSE/Level 2

**Maria Howell.** Paranoia  
Photography and film. Bishop Bell School

*Maria focused on the element of paranoia in response to the word 'Force'. She used photography to create a story board of someone's train of thoughts, adding lettering and images to the photos. A film animation of the photos was also displayed over the top of the piece to add a sense of discomfort.*



**Maria Howell.** Paranoia

## Alice Hunt. Facing the Force

Photography. Heathfield Community College

*"This piece is about portraying different emotions through portraits and related objects to the emotion, eg love and a rose. Each image has either a black or white background colour to let the importance of the emotions show clearly. Within each portrait I took, I asked the person to think about a given emotion and show how they felt."*



**Alice Hunt.** Facing the Force

## Mark Brown. Design

Photography. Heathfield Community College

*"The vivid, natural images appear to be cut open showing us the true beauty, with its bright colour and beauty that nature has within. The bright colours of the mountains and the waterfalls, portraying their glory, intertwine with the desaturated and therefore dull representation of the background images of man-made objects, such as barbed wire, to show the true power and majesty of nature and its emotional influence on the viewer compared to the monotonous and boring design of man-made objects."*



**Mark Brown.** Design

## Morgan Marshall. Untitled

Photography. Uplands Community College

*This series of photographs explores the use of digital photographic techniques to create unusual portraits that have a sense of emotion and tell a story about a person or their situation. The works were inspired by photographers who use a high contrast in their work to exaggerate detail and emphasise the person's own unique features.*



**Morgan Marshall.** Untitled



## A Level/Level 3

### **Georgia Woodruff.** Another World Photography. Beacon Community College

*"My work is about questioning reality; what really is hidden in the dark? I wanted to portray an ethereal effect in my shots. The idea of extracting the colour from the series of photographs was to really make the focus point of each image stand out."*



**Georgia Woodruff.** Another World

### **Lisa Edwards.** What a Strange World This Is Photography. Sussex Downs College

*"My theme was to explore Alice in Wonderland and to create images that reflect the surrealism and fantasy of the story. This photograph is one taken from a book that I made."*



**Lisa Edwards.** What a Strange World This Is

### **Bryony Hacker.** The Life of Bryony Photography. Uckfield Community Technology College



**Bryony Hacker.** The Life of Bryony

**Jessica Parry.** Untitled  
 Photography. Uplands Community College

*This series of photographs has been inspired by the natural processes and cycles of decay. The work explores processes and themes of life and death in nature. The swirling smoke created as the stem of the flowers contrasts against the idea of natural growth in nature.*



**Jessica Parry.** Untitled

**Francesca Davey.** Blend  
 Photography. Sussex Downs College

*"I wanted to create some portraits that said more about the subject than regular straight photographs do,. So I took some digital images, and then used a process of printing and scanning several times to create the final images."*



**Francesca Davey.** Blend

**Charlie Wickham.** Untitled  
 Photography. Uckfield Community Technology College



**Charlie Wickham.** Untitled

**"For me an object is something living. This box of matches contains a secret life much more intense than that of certain human beings."** Joan Miro

## GCSE/Level 2

### **Lucy Upfield.** Untitled

Textiles and Mixed Media.  
Heathfield Community College

*"My piece was inspired by Homer's epic poem the Illiad. It explores how humans are ruled by their emotions and the impact this has on humanity. I have chosen to show individuals from history who, I feel, have had a significant influence on society through the force of their emotions."*



**Lucy Upfield.** Untitled

## A Level/Level 3

### **Zoe Wenban.** Shibori Dress

Fabric. Uckfield Community Technology College

### **Harriet Pankhurst.** Underground Dress

Fabric, lino print, applique. Bexhill Sixth Form College

*"I initially began researching about the tubes and working systems of the TFL network. I looked in detail at the tube maps and their workings and from that I started building design ideas which all helped with the overall appearance of my final product. I wanted my final piece to be a decorative interpretation of the busy commuter journey and structure of the underground, and show this in a visually pleasing way; I feel this was achieved with my colour paths and designs, as well as the help from artist research."*



**Harriet Pankhurst.**  
Underground Dress



**Zoe Wenban.**  
Shibori Dress

*"Creativity is that marvellous capacity to grasp mutually distinct realities and draw a spark from their juxtaposition."* Max Ernst

## GCSE/Level 2

### **Molly Barnes.** Forces Uplands Community College

*"This sketchbook was produced in response to the theme of forces and explores the effects of time through the medium of portraiture. The work focuses on studying how faces, features and skin change with age and includes research into how artists use paint to portray these changes observationally and emotionally."*



**Molly Barnes.** Forces

### **Lucy Upfield.** Fashion Through the Ages Heathfield Community College



**Lucy Upfield.**  
Fashion Through the Ages

## A Level/Level 3

**Ben Sumpter.** Fashion Design  
Uckfield Community Technology College



**Ben Sumpter.** Fashion Design

**Charlotte Pestell.** Protection  
Bexhill Sixth Form College

*"I began researching into the most violent areas of the world - in Mexico 35,000 have died in four years due to the "drug war". Parallel to this charade is the migration of Mexican monarch butterflies. But unlike the American and Mexican drugs trade the Mexican Monarch butterfly colonies are declining. I am very interested in these strange equivalents, these migrations in which one causes death and the other life."*



**Charlotte Pestell.** Protection

## What We Do:

The Farley Arts Trust draws its inspiration from the artistic legacy created at Farley Farm House in East Sussex where many of the most significant Surrealist and Modernist artists lived, worked and associated. These comprised Roland Penrose, Lee Miller, Pablo Picasso, Joan Miro, Max Ernst, Man Ray, Paul Eluard, Henry Moore and other leading artists, poets and writers from the UK and Europe.

This outstanding cultural legacy provides meaningful links to many of the key figures and creative ideas of the 20<sup>th</sup> century and a valuable insight into one of the most momentous periods of our recent cultural history.

Extending an understanding and dissemination of this unique artistic legacy involves the Trust in developing enterprising programmes and Arts and Education projects to further public engagement and appreciation with cultural and artistic opportunities for young people, local communities and others in the South East Region and beyond.

## Who We Are:



**Cllr. Sylvia Tidy.** *Chairman of the Farley Arts Trust and Trustee*



**Ian Chance.** *Artistic Director*



**Antony Penrose.** *Founding Trustee*

Son of Roland Penrose and Lee Miller and guardian of the artistic legacy of Farley Farm House.



**Brenda Longley.** *Honorary Treasurer and Trustee*



**Rosemary Colebourn.** *Education Advisor and Co-ordinator*

First point of contact for schools and communities engaging with Trust projects and programmes.



**David Burrough.** *Trustee*



**Griselda Bear.** *Trustee*



**Mark Barrett.** *Trustee*



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