



Farley Arts Trust

with education at our core

Farley Arts Trust Awards

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

October 2017



Acknowledgments

Farley Arts Trust gratefully acknowledges the following organisations who have supported and helped to fund the 2017 Farley Arts Trust Awards:

The Chalk Cliff Trust



Momentous Fine Art



The Arts Society Eastbourne



Farley Arts Trust is indebted to the generosity of the following companies who have kindly provided prizes for the 2017 Farley Arts Trust exhibition awards.



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



Farley Arts Trust wishes to acknowledge the continued support of staff at Farleys House and Gallery, enabling the exhibition to take place in Farleys Gallery.



Introduction

“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,

Over the past few months the Farley Arts Trust has been able to celebrate some exciting new developments. Firstly we extend sincere thanks to the **Chalk Cliff Trust** whose funding has enabled the **2017 Farley Arts Trust Awards** to take place.

There are two surprises for students who have achieved an award and appear in this catalogue and the associated exhibition. We very warmly thank Paul Evans and Shane Lewis of **Momentous**, the internationally recognised transportation company, for coming up with a most imaginative **new award**. They have offered to promote very widely throughout the country and further afield both the Farley Arts Awards and the young artist whose work is to be selected from the **2017 Farley Arts Trust Awards** for a new **Art on the Move** award. We are very pleased that for the first time, in negotiation with the young artist, an image of their art work will be adapted to feature on the side of a large Momentous transport vehicle.

This is not the only new award this year! **The Arts Society Eastbourne** (formerly DFAS Eastbourne) as part of their national Young Artist scheme are supporting young artists from Eastbourne Academy, not only by presenting their own award to one of this school's entries in these Farley Arts Trust Awards, but also by planning further art projects in the school celebrating their artistic achievements.

Throughout the year much of our activity centres around the movement of our three touring exhibitions of photographs by Lee Miller and Roland Penrose to schools, colleges and galleries. In the past two years they have been to Ireland, Scotland, locally to the Ashdown Forest Centre, the Birley Centre, Eastbourne and currently to Shoreham, as part of the Shoreham WordFest, and Stowe School. You can imagine how the transportation logistics and costs in time and fuel can be complicated and expensive. Momentous Fine Art are now supporting us by taking over all of those challenges. Using the expertise and specialist knowledge of their trained art technicians, the artwork is collected, handled and delivered with the greatest of care. We are most grateful to them for arranging, without charge, the delivery and collection of our exhibitions and catalogues to the venues. This generosity is even more appreciated given the current pressures on the time and budgets of school art teachers and gallery curators.

The Farley Arts Trust is now a member of the **Touring Exhibition Group** which enables galleries and other organisers of exhibitions to share information online on the availability of exhibitions nationally. In April we attended their Conference in London and gave a presentation about our exhibitions. It would be true to say that the Farley Arts Trust looks forward to the future with confidence and hopeful of more plans bearing fruit for our exhibitions and the 2019 awards.

Cllr Sylvia Tidy Chairman, Farley Arts Trust

In addition to supporting young people at a time of critical transition in their education the Farley Arts Trust Awards has a particular purpose in highlighting the important reservoir of creativity in East Sussex schools. It is a paradox that at a time when creativity is growing in importance in public life, in the home, the work place, in employment and wealth creation, the Arts are under siege in the secondary curriculum through short sighted policies undervaluing the role of creativity. In the first 10 years of the working life of these exhibiting students up to 30% of jobs will be replaced by automation through AI and IT. Acquiring confidence through self-expression these students are creating a basic source of wellbeing for themselves and others. Exhibiting the ability to innovate and solve problems in ways that are consistent with the portfolio career, combines flexible, creative and transferable skills sets, all basic prerequisites to seizing new opportunities in the work place of the future - a marriage of creativity and entrepreneurship

Our congratulations are due to all exhibitors. As these students go forward and embark on higher education and future careers we are mindful of the risk that all creative work entails, indeed risk is always with us.

*There is a tide in the affairs of men which taken at the flood leads on to fortune
Omitted, all the voyage of their life is bound in shallows and in miseries
On such a sea are we now afloat, and we must take the current when it serves
Or lose our ventures`*

William Shakespeare

These words from our greatest creative spirit seem appropriate not only for the students but for us all.

Ian Chance Artistic Director, Farley Arts Trust.



Farley Arts Trust
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Painting

"There are painters who transform the sun into a yellow spot, but there are others who, thanks to their art and intelligence, form a yellow spot into the sun."

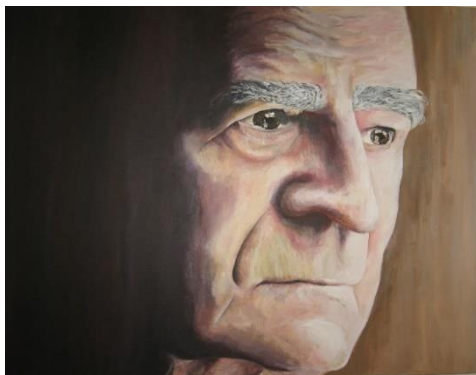
Pablo Picasso

GCSE/Level 2

Jasmine Guildford-Pearce. In Memoriam

Acrylic. Chailey School

A single tear hovers in the eye of my subject as he faces the uncertain future of a sufferer of dementia. The looming darkness behind him has engulfed his past and the memories entwined within it. The darkness itself symbolises the loneliness and confusion of this condition.



Jasmine Guildford-Pearce. In Memoriam

Nia Philips. Rosa

Acrylic. Chailey School

I have used an iconic image of Rosa Parkes as a symbol for the beginning of the Black Rights movement, tearing away layers of political protest in light of changing governments and attitudes in the political climate in America.



Nia Philips. Rosa

Katarzyna Fedor. My Mother

Acrylic. St Richard's Catholic College

This was my final piece for the project entitled 'Wrap'. My concept was to portray a woman in a head wrap (my mother) as well as capturing her kind nature. I hope this painting gives a small insight into her personality and shows a deeper meaning.



Katarzyna Fedor. My Mother

Emily Griffiths. Eye

Acrylic. Kings Academy Ringmer

My painting of a friend's eye captured my final intentions for the project on portraiture and identity. My portrayal of eyes shows someone's emotions. I enjoyed using acrylic paints and how they can be brilliant in capturing detail and tone. I would like to develop my painting skills into oil paints.



Emily Griffiths. Eye

Orlanda Brade. Silent Heads XII

Acrylic. Seaford Head School

I completed this work for my Art exam. I took influences from Leonardo da Vinci's Last Supper, Jacques Louis David's Death of Socrates and used the motifs of twelve heads as a common theme to reference classical undertones, whilst leaving the majority up for interpretation. Georg Baselitz's works also had a heavy influence on my painting.



Orlanda Brade. Silent Heads XII

A Level/Level 3

Shona Waldron. Untitled

Acrylic and Pastel. Bexhill Sixth Form College

My inspiration for this work is the influence of emotions in our thought processes and outward behaviour. The intense contrast between light and shadow reflects the underlying complexity of this and illustrates the exposure of the subject's internal thoughts - metaphorically their true emotions are brought into the light



Shona Waldron. Untitled

Painting



Amiee Lyon. Commute

Oil. Bexhill Sixth Form College

This piece explores the presentation of the everyday face in its raw and natural environment – it is exposed in a setting that highlights imperfections and tones. The morning light on the train accentuates features of tiredness and vulnerability and avoids the need for idealised depictions.



Amiee Lyon. Commute

Ruby Pettengell. Omen

Acrylic. Heathfield Community College

I am passionate about graphic novels, storytelling and film and love the concept of manipulating a viewer's emotions through observing something I have created. I like to use the symbolism of shape and colour to achieve this in my work. Horror films, the cinematography of films like Sin City and graphic novel art, very much influenced me.



Ruby Pettengell. Omen

Lily Pichon-Flannery. Isolation

Acrylic. Sussex Downs College – Lewes Campus

This painting is based on my grandmother. I wanted to depict an element of isolation and loneliness which often surrounds the elderly. I chose to highlight the theme of isolation by defacing her portrait to emphasize her sight difficulties. My grandmother often states that her gradual loss of sight makes her feel more isolated within society.



Lily Pichon-Flannery. Isolation

Painting

seawhite
OF BRIGHTON
The Artist's benchmark for quality

Tawny Barden. Self –Portrait

Acrylic. Seaford head School

This piece shows my exploration through exaggerated perspectives of the human form. I found an artist called Duarte Vitoria who painted bodies from a 'worm's eye view', with a similar style to Jenny Saville. I chose to include my football boots in a stark colour to contrast with the muted tones of the skin's palette. I tried to paint in a loose style whilst exaggerating the colours with my bright neon boots.



Tawny Barden. Self-Portrait

Lucy Nunnerley Hood.

Forgotten in Brighton

Acrylic on Mirror.

Uckfield Community Technology College

I have been influenced by the styles of Roberta Coni and Mark Powell. Lee Jeffries' work has directed me to capture the situation of the homeless community. I like the way they have all explored how the impact of life can lead to the decay of an individual.



Lucy Nunnerley Hood. Forgotten in Brighton

Gina Ross. Girl on Bed in Blue

Acrylic.

Uckfield Community Technology College

Inspired by Giacometti's paintings, artists like Antony Gormley, and Picasso's Blue Period, the intention of this piece is to evoke the melancholic feelings associated with isolation and to show how we can feel emotionally and mentally isolated without being physically separated.



Gina Ross. Girl on a Bed in Blue

2D/Mixed Media



Thames & Hudson

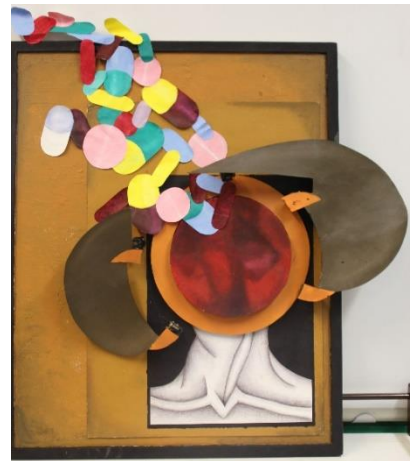
"Try to apply colours like words that shape poems, like notes that shape music." Joan Miro

GCSE/Level 2

Kirsty Smith. Time

Biro, acrylic, card. St Catherine's College

This artwork is about time. I used a watch to represent how we are all controlled by the idea of time, time is what's killing us. The pills represent how our minds become absorbed by time.



Kirsty Smith. Time

Rebekka Wells. The Noble Stephen Tennant

Ink, watercolour, dried flowers. Eastbourne Academy

In this piece I aimed to convey the true beauty of The Hon. Stephen James Napier Tennant, being influenced by vintage hues, aristocracy and the eccentric nature of Tennant. Surrounding him in flowers highlights his flamboyance and how he surpasses the expectations of society through his originality.



Rebekkah Wells. The Noble Stephen Tennant

Martha Sweatman. Untitled

Acrylic, mixed media. Uplands Community College

This piece represents my personal experiences and memories. The large portrait represents the idea of feeling small in this world. The train tickets represent journeys and the eye is the gate way to the thoughts, showing the London skyline as a particular memory of a place.



Martha Sweatman. Untitled

A Level/Level 3

Katarina Swift. Personal Identity in a Crowd

Acrylic, watercolour, ink, tissue and wax.

Beacon Academy

This mixed media painting is a personal response to my experience of Fujiko Nakaya's 'London Fog' installation at Tate Modern. I used various materials to build up layers that represent being in a crowd in a public space, yet being immersed in a fog which separates you and makes you feel strangely alone.



Katarina Swift. Personal identity in a Crowd

Amy Streets.

Unconsciousness in its Finest State

Acrylic and bed sheets. Bexhill Sixth Form College

In that moment when the condition of the body and mind are unconscious, my curiosity led to the investigation of such states physically and emotionally; where I was able to appreciate it on a personal level.



Amy Streets. Unconsciousness in its Finest State

Eloise Willets. Ornithophobia

Acrylic and thread.

Sussex Downs College- Lewes Campus

My piece portrays the juxtaposition between reality and the viewpoint of an individual's mind, through the mirror reflection and the subject.



Eloise Willets. Ornithophobia

3D/Sculpture



"One never knows what each day is going to bring. The important thing is to be open and ready for it."

Henry Moore

GCSE/Level 2

Noah Holland. Recycled African Neckpiece

Mixed media – wire, wool, foil etc.

Beacon Academy

I have used a range of recycled household materials to create this African-inspired piece of body adornment. With an emphasis on symmetry I have taken inspiration from techniques from contemporary artists like Tine de Ruysser and Sarah Hood which include metal work, bead-making and printing onto fused plastic to name but a few.



Noah Holland. Recycled African Neckpiece

Tyler Farrow. Murmuration

Wire, recycled cans, tissue paper. Beacon Academy

I was inspired by patterns that birds create when flying, especially the murmurations formed by starlings. I twisted the wire to reflect these flowing shapes. I was inspired by Celia Smith whose own bird sculptures capture the fluidity of flight – something I wanted to emulate in this piece.



Tyler Farrow. Murmuration

Roxanne Windus. The Puzzle Tree



Mixed media. Heathfield Community College

This represents the four seasons coming together to create a complete structure yet still be as individual as each leaf. I created it from card jigsaw pieces which have a natural connection to wood and the use of the box as a structure connected to conformity and the tree escaping.

Shylee Dobson.

Mechanical Human

Mod-rock, cogs, tubes, plaster, wire, plastic. Chailey School

The idea behind my sculpture was to create a surrealist figure by morphing two components, the organic human and the man made cogs/tubes. The mechanical 'organs' reinforce the relationship of man and the environment and how it's the pollution and waste of human by products and manufacture that contribute to environmental damage and global warming.



Shylee Dobson. Mechanical Human

Hamish Cairncross. Winter Beach

Paint, wood, card.

Heathfield Community College

My art work is based on a family photograph taken on Dungeness Beach. It was a bleak, cold winter's day and the sky was very grey and atmospheric. Inspiration came from the work of John Piper who produced mixed media representations of local landscapes and architecture in collage, watercolour and ink.



Haimish Cairncross. Winter Beach

Katy Wates. Tree with String

Acrylic, string. Heathfield Community College

I aimed to create a textured, tonal composition, allowing it to be visually thought-provoking, mysterious and expressive. My inspiration came from the movement of the natural landscapes that surround me. Inspiration also came from the artists I focused on; for example Anselm Kiefer.



Katy Wates. Tree with String

A Level/Level 3

Tia Allen. Don't Put Down, Put Away

Fabric and mannequins.

Sussex Downs College - Eastbourne Campus

My project deals with consumerism and the relationship between fashion and capitalism. Sustainable fashion is very important to me and I created a print effect to convey the use of recycled materials.



Tia Allen. Don't Put Down, Put Away

Esther Mason. The Fall of Icarus

Modroc, plastic wire, foil, light bulb, feathers.
Sussex Downs College – Lewes Campus

My constructed installation piece is based on the legend of Icarus. I created shadows in a dark space surrounded by blank walls to achieve the drama thrown by the light bulb referencing the work of Cornelia Parker. This piece was designed to create an element of drama and convey a sense of suspension and movement through the use of light materials suspended on wire.



Esther Mason. The Fall of Icarus

Bella Scagell. Catharsis

Plaster of Paris. Uplands Community College

Inspired by sculptor Ishibashi Yui, 'Catharsis' represents the healing powers of nature on the human mind/body and its purification - shown by the whiteness of the cast and its relaxed posture.



Bella Scargell. Catharsis

Jessica Ehrler. Untitled

Paper. Uplands Community College

This garment was a part of my trashion brief. This garment was based on the huge scale issue in modern society, paper waste. For this garment I decided to use magazines as they had a direct link to fashion as well as a magazine being something you read once, then throw in the bin. For this garment I made lots of individual fortune tellers as they create a great popping texture. For this garment I wanted it to look stylish as well as eye-catching, creating a bold effect.



Jessica Ehrler. Untitled

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

GCSE/Level 2

Numa Begum. Untitled

Pen and pencil. Eastbourne Academy

I explored ideas of romanticism and surrealism to depict feelings of disconnection. The roses on the eyes illustrate the way of viewing the world with naturalistic ideals and a 'rose tinted' outlook. This evokes a sense of obscurity to convey the loss of connection people can have with the world.



Numa Begum. Untitled

Jessica Colbourne. Archaeopteryx and Hoatzin

Paint. Heathfield Community College

The subjects, fitting with the theme of past and present, are an extinct prehistoric 'early-bird' called the archaeopteryx and a modern bird, the hoatzin, which are noted for having some physical similarities. The main artist who inspired me was the artist Diana Beltran Herrera, who makes paper models and collages of birds, often in bright colours.



Jessica Colbourne. Archaeopteryx and Hoatzin

Serena Coyle. Nyamajiwa

Graphite and pencil. St Richard's Catholic College

Having seen the artist Ernesto Artillo's intricate collages that were focused on people, I knew I wanted to capture the same impact he showed me.

I've always loved drawing people's faces and details in what makes a face theirs. My friend Tadi has such incredible features that I began taking photos of her and arranged them into a style I liked. I absolutely loved drawing her.



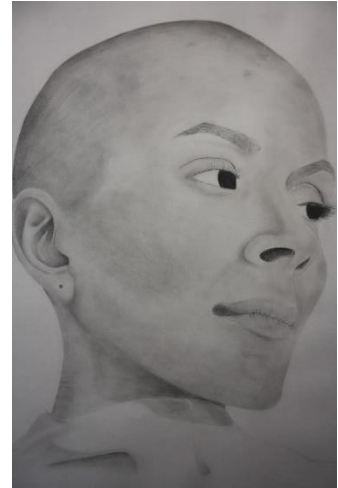
Serena Coyle. Nyamajiwa



Angel Patrick. Portrait of a Mother

Pencil. Kings Academy Ringmer

The portrait of my mum used various grades of pencils which captured shade, detail and tone. The original photo showed my mum in her mid-20's. I wanted to use this image because I liked it and because it depicted her youth and striking facial features. The series of photos were through her modelling stages and when she was a singer. The work was created in pencil as it linked to an artist called Chuck Close.



Angel Patrick. Portrait of a Mother

Charlie Legh-Smith. Companionship

Water colour. Uckfield Community Technology College

I enjoy the art of something different and original, which inspired me to use small human figures, made from glue, that reflect humanity in a boy's dog. My overall piece was inspired by Samuli Heimonen and his use of giving a deeper, surreal meaning to his paintings, thereby giving me the idea to create an image that reflects the relationship between a young boy and his dog.



Charlie Legh-Smith. Companionship

Zuzanna Frederikiewicz. Juliette

Acrylic. Eastbourne Academy

This piece was inspired by Baz Luhrmann's Romeo and Juliet through which I explored the angelic themes of happiness and peace. I used subtle colours to create a gentle ambiance.



Zuzanna Frederikiewicz. Juliette

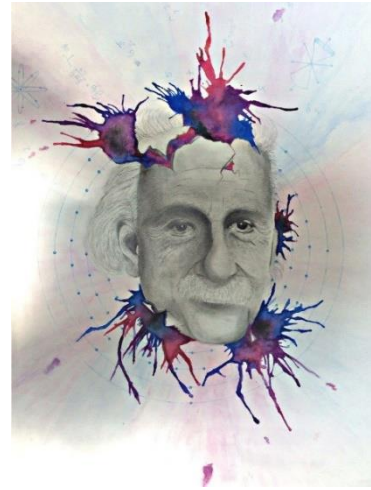


Sophie McMahon.

Beginning and/or End

Ink and graphite. Seaford Head School

Around my tonal drawing of Einstein I used the electron configuration of the element named after him; a dedication to the elaborate background designs that Ed Fairburn uses. Einstein's head is exploding with vibrant colours, representing the Big Bang. Running through the colours is a collection of scientific theories, based on Einstein's ideas.



Sophie McMahon. Beginning and/or End

Tiani Chapman. Amy

Acrylic and correction pen. Eastbourne Academy

I was inspired by Amy's imagination and her obscure dreams that she always tells us about. Amy's passion for drama and theatre are evoked in this piece. I felt having her looking up at the stars seeing images and constellations would be the best way to symbolize her personality.

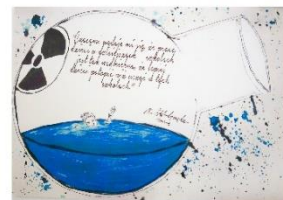


Tiani Chapman. Amy

Piotrek Bubinski. Marie Skłodowska Curie

Pen and ink. Sussex Downs College – Eastbourne Campus

The aim of my project was to educate people about science, history and Polish culture. I have shown the achievements, discoveries and beliefs of Marie Skłodowska Curie to show what an amazing and inspirational woman she was.



Piotrek Bubinski. Marie Skłodowska Curie

Photography



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

GCSE/Level 2

Megan Hales. Beginning and End

Photography and ink. Beacon Academy

My work focuses on the beginning and end of our lives. I researched how other cultures use decorations and distortion to extend, distract and more often than not celebrate the aging process. I drew continuous patterns over a montage of my female relatives to symbolise a never ending cycle.



Megan Hales. Beginning and End

Natasha Dean. Space/Time

Digital photography. St. Catherine's College

I used long exposure to produce light painting photos for these shots. I think that the topic I chose made it fun and interesting plus it was something that I had never tried before. From this experience I have learnt so much more about photography.



Natasha Dean. Space/Time

Meleighanne Jenner-Gibbs.

To the Sea

Photography. Eastbourne Academy

I took this photo as part of a school photography competition called 'Our Space'. We needed to get a good photo of anywhere in Eastbourne. I wanted to photograph the pier but spotted this on the beach and thought it would be a great idea to take a picture of it.



Meleighanne Jenner-Gibbs. To the Sea

Photography



Jessica-May Shorten. Goal

Photography. Eastbourne Academy
I took this picture for the 'Take Pride' challenge at school. One day I was walking to school in winter and the park next to my house was frosted over and foggy so I lay on the floor and framed this photo.



Jessica-May Shorten. Goal

Shannon Doherty. Teaghráin

Photography.
Uckfield Community Technology College
This piece was based around levitation and the unnatural. I was influenced by Nancy Young, whose work shows objects defying gravity, making her work unique. I used the idea of levitation incorporating strong light sources. The contrast between the woodland and levitation produces the abnormal and the light highlights the image.

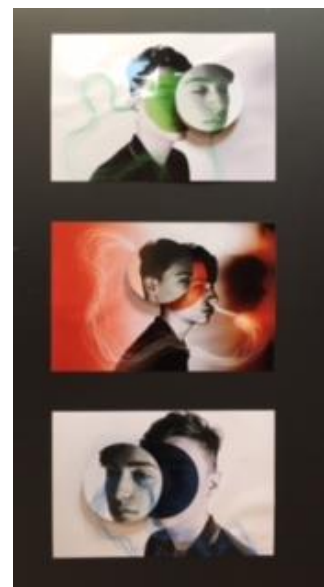


Shannon Doherty. Teaghráin

A level/Level 3

Fabio Oroli. Thought Structures

Photography. Beacon Academy
My work is about being a teenager and the emotions we go through when growing up. We have all of these internal thoughts and ideas that just want to burst out into the open. The three emotions that I mainly presented are: placidity, rebellion and regret.



Fabio Oroli. Thought Structures

Photography



Cordelia Mott. Emotion

Photography.

Sussex Downs College – Eastbourne Campus

This image is one from my personal investigation. I tried to develop a theme of, emotions and inner turmoil. I used models to portray different mental states and carefully arranged and lit all the scenes. I was influenced by the work of Edward Honaker who documented his own depression in powerful self-portraits.



Cordelia Mott. Emotion

Oscar Sodeau. Untitled

Photography

Sussex Downs College – Lewes Campus

I've seen photographers mix animal heads with human bodies and decided to put my own spin on this by combining them with soft toy animal heads; in this case my brother's sock monkey and my cousin's body.



Oscar Sodeau. Untitled

Marian Mitchell. Brick Lane E1

Digital Photography and card.

Uplands Community College

The idea behind my final piece was to portray how London has changed over the years through the use of layering, to strip back in order to see the contrasting values of the old and young generation, as well as to reflect London's busy streets which are rich in diversity.



Marian Mitchell. Brick Lane E1

"Of course, there will always be those who look at technique, who ask 'how', while others of a more curious nature will ask 'why'. Personally I have always preferred inspiration to information". Man Ray

A Level/Level 3

Aimi Rifat.

The Effect of Technology on the Human Body

Print, rust, dye and stitch.

Bexhill Sixth Form College

My work reflects the beauty of the anatomy of the human body and how modern technology has impacted on it; in a positive way and also some of the negative complications.



Aimi Rifat. The Effect of Technology on the Human Body

Natalie Holliday. Striations

Fabric, wire, salt, PVA.

Sussex Downs College – Lewes Campus

This work was produced after a trip to Iceland where I was inspired by the rock formations and the erosion of the land by ice and water. This sculptural concept uses a select range of experimental techniques that mimic the weathered landscape.



Erin Ruane. Meat Dress



Natalie Holliday. Striations

Erin Ruane. Meat Dress

Mixed media. Uckfield Community Technology College

Inspired by the Pop Art movement: this garment is designed to reflect the idea that 'we are what we eat'. The piece focuses on how in society today we are obsessed with diet; our food choices are starting to wear us and make us who we are.

Sketchbooks



"On my notebooks from school. On my desk and the trees. On the sand, on the snow, I write your name." Paul Éluard

GCSE/Level 2

Shannon Townsend.

Bernard Buffet (1928-1999)

Mixed media. St. Catherine's College

This sketchbook is an exploration into the work of Bernard Buffet. I love his use of contrasting colours and clean cut shapes and lines. I have looked at how his work developed from 1946 through to 1999.



Shannon Townsend. Bernard Buffet (1928-1999)

Nina Espiritu. Beyond Colours

Mixed media. St. Richard's Catholic College

My sketchbook shows the development of ideas towards my final coursework project - Beyond Colours. I focussed on family, friends and exploration of materials.



Nina Espiritu. Beyond Colours

Tegan Wilson-Evans.

Beginning and/or End

Mixed media. Uplands Community College

This sketchbook shows my ideas and research towards a project called 'Beginning and/or End.' The project explores the natural world and the impact that man has on nature. My final idea development represents my love and passion for animals and my hatred for waste.



Tegan Wilson-Evans. Beginning and/or End

A Level/Level 3

Shona Waldron. Character and Expression

Mixed media. Bexhill Sixth Form College

In this body of work I have explored how emotions can be reflective of a person's overall character as well as the various ways these emotions can be expressed. Through experimentation with different media, I have adapted my artistic techniques and processes to illustrate the turbulence and unpredictability of life.



Shona Waldron. Character and Expression

Zahra Jelassi. Rhythms and Cycles



Mixed media. Bexhill Sixth Form College

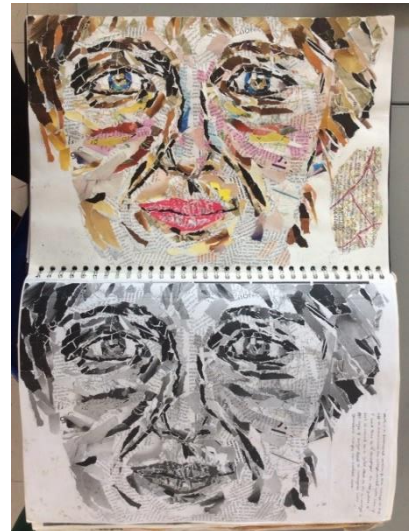
My sketchbook is a collection of my ideas on the theme Rhythm and Cycles, for my textiles project. It documents the development of my work when exploring a variety of materials and techniques.

Tawny Barden. Autobiography

Mixed media.

Seaford Head School

My sketchbook shows my exploration through exaggerated perspectives of the human form. After doing close-up ink studies of the contrast between my football boots and feminine clothing, I chose to include my football boots in a stark colour to contrast with the muted tones of the skin's palette.



Tawny Barden. Autobiography

Alice Lushington. A Bike Ride

Mixed media. Sussex Downs College – Eastbourne Campus

I have explored the simple pleasures of riding a bike with sketches, annotations, paintings and drawings. Many of the places where I chose to stop hold a personal value to me such as my old school, and my grandmother's past house and I have tried to reflect the emotional significance in my work.



Alice Lushington. A Bike Ride

What We Do:

The Farley Arts Trust draws its inspiration from the artistic legacy created at Farleys House in East Sussex where many of the most significant Surrealist and Modernist artists lived, worked and visited. 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 20th 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. These focus on cultural and artistic opportunities for young people, local communities and others in the South East Region and beyond.

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

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 Farleys House and Garden.



Rosemary Colebourn. *Education Advisor and Co-ordinator*

Contact for schools and communities engaging with Trust projects. (See above)



Mark Barrett. *Trustee*



Griselda Bear. *Trustee*

Participating Schools and Colleges



Beacon Academy ~ Petra Giffard (Head of Art to July 2017)
East Beeches Road, Crowborough. TN6 2AS

Bexhill Sixth Form College ~ Julie Clark (Subject Leader Art & Design)
Penland Road, Bexhill on Sea. TN40 2JG

Chailey School ~ Dawn Johnson (Teacher I/C Art)
Mill Lane, South Chailey. BN8 4PU

Eastbourne Academy ~ Roger Talbot (Head of Art)
Brodrick Road, Eastbourne. BN22 9RQ

Heathfield Community College ~ Francesca Ireland (Head of Art)
Cade Street, Old Heathfield. TN21 8RJ

Kings Academy Ringmer ~ Mark Madriaga (Head of Art)
Lewes Road, Ringmer. BN8 5NE

St Catherine's College ~ Christina Bawden (Head of Art)
Priory Road, Eastbourne. BN23 7EJ

St Richard's Catholic College ~ Miranda Pennington (Art Teacher)
Ashdown Road, Bexhill-on-Sea. TN40 1SE

Seaford Head School ~ James Grover (Head of Art)
Arundel Road, Seaford. BN25 4LX

Sussex Downs College – Eastbourne Campus ~ Meg Sullivan (Photography Co-ordinator)
Cross levels Way, Eastbourne. BN21 2UF

Sussex Downs College ~ Lewes Campus ~ Meg Sullivan (Photography Co-ordinator)
Mountfield Road, Lewes. BN7 2XH

Uckfield Community Technology College ~ Bethan Archer (Curriculum Leader for Art)
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