

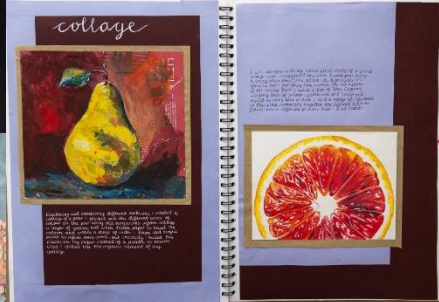


**Farley Arts Trust**  
*with education at our core*

# Farley Arts Trust Awards

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

**October 2022**



## Acknowledgments

Farley Arts Trust gratefully acknowledges the following organisation  
which has supported and helped to fund  
the 2022 Farley Arts Trust Awards  
**The Band Trust**

Farley Arts Trust is indebted to the generosity of the following companies  
who have kindly provided prizes for the 2022 Farley Arts Trust Exhibition  
Awards. The Trust also wishes to warmly thank individuals who have  
supported the Awards financially or with their time and expertise.

These include:

Jenny West – Director of Gallery North in Hailsham  
Sarah Corin – Farley Arts Trust Minutes Secretary  
Jeni Longley – Farley Arts Trust Treasurer



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

Once again, after a break in 2021, the Farley Arts Trust is delighted to be able to exhibit the outstanding creativity of East Sussex students studying GCSE and A/BTEC level art and related creative arts. We are indebted to the teachers, who themselves have had 2 years of turmoil due to Covid, for once again entering their schools. This year we have 2 new schools and 2 returning schools who have been absent for a period of time. It is the commitment of staff and students that makes the Farley Arts Trust Award exhibition so successful.

We have not been standing still. A scheme of bursaries, was trialled after the 2017 Awards with 4 students, all winners in the A level categories; a new venture for the Trustees of Farley Art Trust. Our aim was to give small monetary bursaries to support the continuing work and studies of these students. It was competitive and students had to apply stating how they would use the money. A further 8 students were successful after the 2019 Awards in being awarded similar bursaries, with an additional boost during 2020 to support them through the pandemic. This culminated in September 2021, in collaboration with Jenny West of Gallery North, Hailsham, to the Trust mounting the **Emerging Young Artists exhibition** of stunning work by these students. We believe in helping these young artist to carve a future in their chosen discipline.

We continue to explore plans for future Farley Art Trust Awards, the Bursary Schemes and new engagement with schools and communities.

The Trustees would like to take this opportunity of thanking Rosemary Colebourn our education advisor who has been responsible for all the Arts Awards and Bursary Schemes. Her tireless energy and dedication to the Trust over the past 10 years have given us a reputation we are very proud of. I am pleased to say Rosemary remains as a Trustee.

**CLlr Sylvia Tidy** Chair, Farley Arts Trust

When the time comes round for the Farley Arts Trust Awards it is always with a sense of excitement that I anticipate seeing the entries. In the early days we went around to the schools, to select the works. It was full of surprises and occasionally we found unexpected gems tucked away in forgotten corners. Sadly, as the number of schools increased, this means of choosing the works proved too time consuming and costly so now we rely on the teachers to make the first selections. They send us digital photos of their choices and a group of trustees make the final selection.

There is always a pressure over the amount of works we can accept. The number of schools has grown and the exhibition space in Farleys Barn Gallery remains the same. To select the works for the exhibition we run the submitted images as a slide show several times. We argue – politely of course. We deliberate carefully. We all vote and we always have more works than space will allow. Every time we find slimming down the number of entries agonising.

Many of the works would look entirely at home in classy commercial galleries or collector's homes and I quietly entertain hopes the destiny of the artist may one day allow this. It is deeply satisfying when we meet our entrants some years later and learn what their career path has been. Some become professional artists or designers. Some incorporate their visual arts skills into other kinds of career. Some never make art again, but the appreciation of it always stays with them, to the benefit of their lives. As we watch the relentless downward pressure on art and music in schools, we know it is students in all these groups who will suffer. Art and music are part of our nature, part of our enjoyment of life and most importantly, part of the creative process we use in so many ways for other things. Art is far more than the object the artist creates. It is about the state of mind of that person and of we who enjoy the communication they have made.

**Antony Penrose** Founding Trustee, Farley Arts Trust

## Painting

**seawhite**  
OF BRIGHTON  
The Artist's benchmark for quality

*"It has never been my object to record my dreams, just the determination to realise them."* Man Ray

### GCSE/Level 2

#### Michelle Barros. St Catherine's College

##### Reflections Acrylic

*My focus was to create a personal painting with links to Darian Mederos. The redness around the eyes implies the person has been crying. The shade of purple underneath portrays independence and the person moving on from the sorrowful time.*



Michelle Barros Reflections

#### Anna Sherriff. Uckfield Community College

##### Meat Market Acrylic

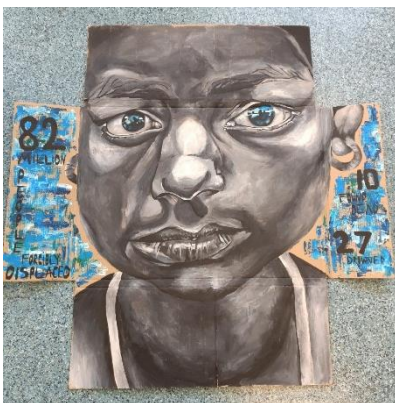
*This piece explores the pressure of forced 'perfection' and constant unattainable standards. It depicts a woman placed into the 'meat market' of society, with the stretched plastic signifying pressures from all directions, all while being objectified by the viewer. As her traditional beauty fades she becomes her raw meat value.*



Anna Sherriff Meat Market

#### Ebony Kavasani-Jones. Ratton School

##### Refugee Crisis Acrylic



*I did this piece to raise political awareness of the global refugee crisis. The blue of her eyes represents the ocean and the cardboard shows the fragile foundations they travel on to reach an unsecured 'safety'.*

#### Evie Maynard. Willingdon Community School

##### My Sister Oil, watercolour

*The painting is a portrait of my sister. The wing comes from my sister's love of flamingos. The colour features a lot of turquoise, associated with energy, creativity, love and tranquillity. It symbolises her as she is very energetic and creative but she gives off a sense of calmness. I have used gold because she loves buying and having the best things.*



Evie Maynard My Sister



## Painting

**seawhite**  
OF BRIGHTON  
The Artist's benchmark for quality

**Hannah Sewell**

**Willingdon Community School**

**Exploration of Portraiture** Watercolour, oil

*After researching and creating pieces inspired by different artists, I created my final portraiture piece. By blending together different inspirations from Hans Holbein to David Hockney, I was able to create an original painting.*



**Hannah Sewell**

**Exploration of Portraiture**

**Molly Edwards. Ratton School**

**Emotion** Acrylic

*Combining three portraits, I tried to capture conflict in emotion through colours, in three different ways. I separated emotions by painting them in colour leaving the main figure in black and white. I used paint knives to capture the emotion and its chaos.*



**Molly Edwards Emotion**



**Maddie Westoll**  
**Uckfield Community College**  
**Hand in Jar**

*This piece is a combination of many different artists' styles that I've studied, including Giacometti, Bisa Butler and Kim Blair. However the main inspiration for this piece was Stephan Johnston as I wanted to embrace the hyper-realistic style of this work and challenge myself in doing so.*

**Maddie Westoll Hand in Jar**

**Amy-Louise Cave**

**St Richard's Catholic College**

**Degenerates Prison** Acrylic

*With this project I have tried to bring awareness to the problems some people face with expressing their emotions physically. This artwork links the theme of feeling certain emotions on the inside yet struggling to show and tell them on the outside.*



**Amy-Louise Cave Degenerates Prison**

## A Level/Level 3

### **Ava Hall-Zschenderlein** **Seaford Head School**

#### **Self-portrait** Acrylic

*Year 12 students visited London galleries to look at chiaroscuro techniques by artists such as Gentileschi and Caravaggio. In response, we were asked to make a series of self-portrait studies using a strong light source, in a range of media. This painting is one of a series of works from this brief.*



**Ava Hall-Zschenderlein** Self-portrait

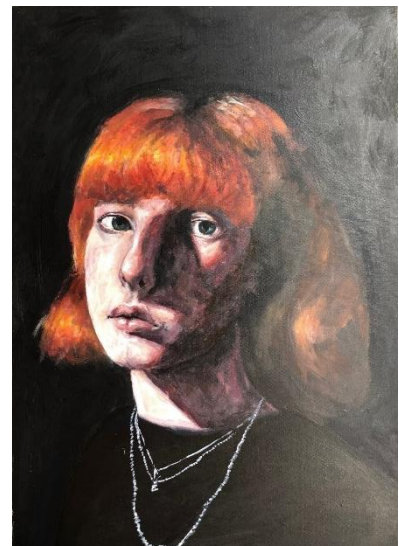


**Megan Horne** Untitled

### **Esther Leslie. Seaford Head School**

#### **Self-portrait** Acrylic

*A self-portrait inspired by "Girl with a Pearl Earring" in the style of chiaroscuro.*



**Esther Leslie** Self-portrait

**Ella Hollingsworth**  
**East Sussex College – Lewes**

**Untitled** Acrylic

*This painting was made as the final part of a long investigation into the potential for paintings to carry meanings that are private and personal and can also be public and depict values or narratives that can be shared.*



**Ella Hollingsworth** Untitled

**Evie Willis**  
**Heathfield Community College**

**A Distressed Identity** Graphite, charcoal powder

*This piece, inspired by Egon Schiele, illustrates the agony and distress behind a dissociation from one's own identity and sense of self. The figure's taut body language, with its head turned from the viewer, and emaciated appearance are intended to communicate its anxiety around being perceived and its existence overall.*



**Evie Willis** A Distressed Identity

**Leah Barry**  
**East Sussex College – Lewes**

**Landscape** Acrylic

*This painting was made during a period of personal difficulty. The student was enduring some hardships that she worked very hard to overcome. At the same time she was considering the work of Constable, making small paintings using Brighton landscapes to describe the life of his wife Maria and her health.*



**Leah Barry** Landscape



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

GCSE/Level 2

**Michelle Simmonds. Turing School**

**Miscellany** Oil, acrylic, pencil, biro, ink

*I wanted a mixture of all of my work inside my sketchbook. The main theme is colour and emotions. Most of the 'colour' is shown with nature and the 'emotion' I wanted to show is unsettling.*



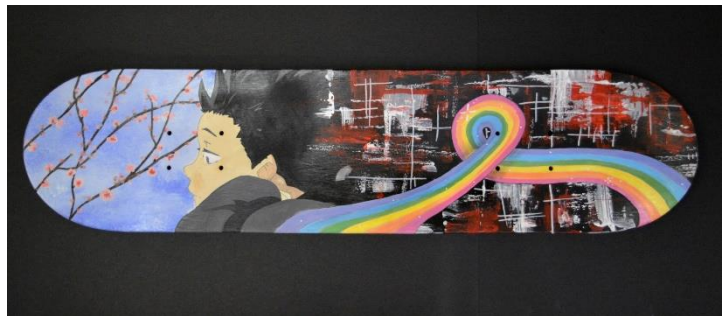
Michelle Simmonds Miscellany

**Millie McKay**

**Turing School**

**Sonder** Acrylic, varnish, skateboard

*I used the themes of 'Mental Health' and 'Colour'. This piece shows some different sides of ways mental health can be viewed and experienced.*



Millie McKay Sonder

**Tia Ewen. Turing School**

**Aurora** Perspex, acrylic, fairy lights

*The vivid colours of my work and mixture of nature's aspects were used to represent my different interests - as well as my identity as a whole. I wanted my piece to appear 'dream-like' as everything was blended into one colourful combination.*



Tia Ewen Aurora



### A Level/Level 3

#### Ruby Weaver-Hill

##### Bexhill Sixth Form College

**Untitled** Lino print, plastic, acrylic, thread

*My work is a reflection of the pandemic from the perspective of a collective and as an individual. I've branched out into interpretations of isolation and artificiality that have accompanied life in lockdown. The Dada movement and mind set towards political commentary inspired me to direct my work towards more abstract mediums and motifs. Researching depictions of illness throughout history, ranging from biblical narratives of plagues to performance art representing experiences of the AIDS crisis, gave me a broad perspective to work from.*



Ruby Weaver-Hill Untitled

#### Alice Constable. Uckfield College

**Memorial** Paint, charcoal, wood pallet

*This piece delves into the societal values surrounding war, remembrance and the commemoration of individuals. This piece, conveyed as a memorial, presents a blend of inspiration and influential figures from various wars; each background signifying the contrasting identities of each person, shining through, ready to be deciphered by the viewer.*



Alice Constable Memorial

#### Emily Sivers

**East Sussex College – Eastbourne**

**Leisure** Mixed media

*A short book visually exploring how people around the Eastbourne area access and engage in leisure activities. The book focuses in on three key locations that have historically allowed democratic access to all. The image making explores traditional and non-traditional techniques and processes in combination.*



Emily Sivers Leisure

"All good ideas arrive by chance." Max Ernst

## GCSE/Level 2

### Ella Lucas. Bexhill Academy

**A Cup Full of Careful** Recycled object, cardboard, tissue paper, glue, chinks, poster paint

*The tentacle emerging from my cup mirrors some of the motifs seen in Jesse Reno's work (the artist that inspired me). The eyes represent the eeriness that I felt from Reno's art. The white handprints and flowers contrast the dark colours I have used in the tentacle and cup.*



Ella Lucas A Cupful of Careful

### Bluebelle Brinkmann Seaford Head School

**Reflection** Resin, natural materials, cardboard, paper, foil, paint

*I was given the brief 'reflection' and after much thought, I decided to link my reflection to lockdown. I wanted to show how I thought where Covid 19 could have lead us. To an apocalypse, the destruction of human life. I tried to portray these feelings in an apocalyptic version of my bedroom, a feeling of abandonment as if it had been left to rot and flood.*



Bluebelle Brinkmann  
Reflection

### Ana-Maria Macari-Rusu. Bexhill Academy

**Anterian** Recycled object, cardboard, tissue paper, glue, poster paint

*The artist chose to write 50 words about her piece. Vibrant Invasive Cryptic Fearsome Mystical Distraught Enigmatic Blood-curdling\_Fierce Fraught Puzzling Apocalyptic\_Deep Rife Inexplicable Perilous\_Dangers Magical Astronomy Haunting Protector Ubiquitous Scary Cruel\_Upside down Sinister Powerful Rapacious\_Hidden Ominous Eerie Luminous Distraction Unnerving Radiant Instability Threatening Unfathomable Jeopardy\_Unusual Spiritual Crazy Exposure Emotive Eclipses Forbidding.*



Ana-Maria Macari-Rusu Anterian

## Pearl Herriott

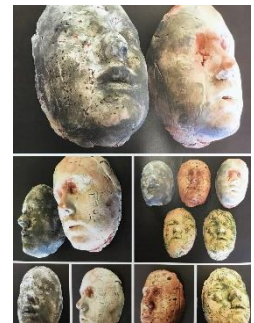
### St Richard's Catholic College

#### **Destruction** Metal and plastic

*From constantly seeing plastic pollution on our beaches, I developed this piece to highlight the constant impact that the human race is having on wildlife and biodiversity. Made from reclaimed materials my aim was to make the viewer feel emotional and encourage society to make better choices for our future.*



Pearl Herriott Destruction



## Summer Funnell. Bexhill Academy

### **The Dead Angel** Recycled packaging, cardboard, tissue paper, glue, poster paint, pipe cleaner

*This work has been completed in many layers, just Like Jesse Reno the artist that inspired my work. I have kept redoing to match my vision in my head. I have added Reno motifs that I felt described the images in my mind.*



Summer Funnell The Dead Angel



## 3D/Sculpture



### A Level/Level 3

**George Bayly**

**East Sussex College - Lewes**

**Conceal, Focus, Pressure, Confusion**

4 mirrors, 4 wire heads, a motor,  
textiles

*This piece focuses on insecurities which effect young people and adults alike. The heads are all ambiguous enough that you can interpret them personally inputting your own feelings towards the subject, using them as a vessel. The mirrors fortify this, employing the translucency of the heads, allowing you to see yourself in the piece.*



**George Bayly** Conceal, Focus, Pressure, Confusion

**Sophie Long**

**East Sussex College – Lewes**

**Blue Dress** Silver foil, plastic piping,  
support struts

*This is a functional sculpture that can be worn like a dress. Clothing creates identity. This sculpture confers identity although it may not always be what the wearer wants.*



**Sophie Long** Blue Dress

## Works on Paper



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

### GCSE/Level 2

**Ellen Jones. Seaford Head School**

**Self-portrait** Watercolour

*This self-portrait was part of my 'reflection' project, and was inspired by Millais' 'Ophelia.' I wanted to explore reflection on water through self-portraiture to consider reflection as both a literal and more personal concept.*



**Ellen Jones** Self-portrait



**"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

## A Level/Level 3

### **Tom Sayers. Heathfield Community College**

**Religiously Faithful and Addictive** Graphite and charcoal powder

*This piece represents human's faith or addiction to religion. The large figure on the left personifies the strength of typical gods intended to inspire those who follow them. On the bottom right an elderly man is holding a cigarette. I wanted this to show people's addiction to their faith through portraying an elderly man smoking. The smoke flowing across the piece represents the haziness of religion meaning no one truly knows what it is or what to believe. I think the smoke figure is the true implication of what faith and religion is, it's neither here nor there, present but always changing.*



**Tom Sayers** Religiously Faithful and Addictive

### **Edward Leyton. Seaford Head School**

**Self-portrait** Graphite

*This is a work of self-portraiture in graphite. It is on a larger scale as a reference to the artists who inspired it. As inspiration for this piece, I looked into the chiaroscuro technique, artists including Francisco Goya and Andrea Solario's 1507 painting 'Head of St John the Baptist'.*

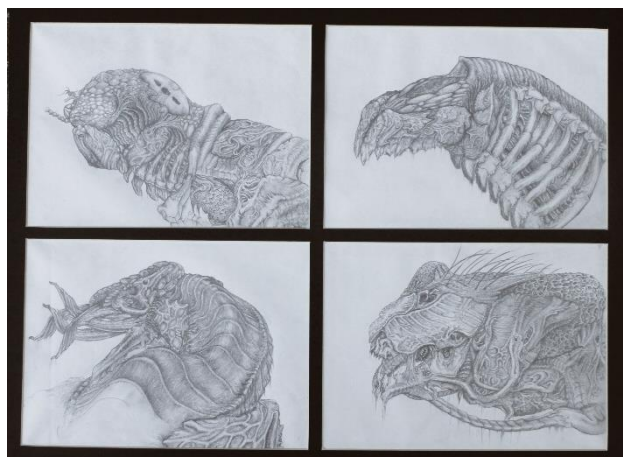


**Edward Leyton** Self-portrait

### **Felix Coates. Uckfield College**

**Visceral** Pencil

*Creatures of unknown origin are few and far between, animals are well researched and documented. But what of life on another planet? How would it look? How would it come about? Speculating upon on this theme I have developed four illustrations of surreal takes on otherworldly, imaginary and thought-provoking beasts.*



**Felix Coates** Visceral

# Photography

*Lee Miller* *Roland Penrose*  
**FARLEYS HOUSE & GALLERY**  
HOME OF THE SURREALISTS

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

## GCSE/Level 2

### Connor Dain. St Catherine's College

#### Self-portrait, Son Saura, Menorca

Go Pro, tripod, lightroom

*It was hard to get an image in the middle of a group of fish, so I had to use food to attract them. For the other photo, I set a timer and swam away.*



Connor Dain Self-portrait

### Ashton Coleman. Chailey School

#### Girl with a Ball Photograph, foam board, pins, thread, pen

*This piece was inspired by Aldo Tolino because I like the way his photographs have a lot of texture and look 3D. I wanted to contrast the bright red thread with the monochrome image to make it really stand out and look surreal like Aldo Tolino's portraits.*



Ashton Coleman Girl with a Ball

### Isla Borselli

#### Heathfield Community College

##### Brighton Digital media

*My photography piece is based around the theme of man-made against nature and I believe that the Extinction Rebellion protest in London was the perfect way to conclude my idea. Using a mixture of two photo shoots of a blossom tree to represent peace and nature and the protest to represent humanity with the man made surroundings. I created a three dimensional layout inspired from Hedi Kyle. The actual editing of the three images being displaced was a merge of the editing techniques of Shaun Kardinal with his embroidery style and Victoria Siemer with her use of flipped geometric shapes.*



Isla Borselli Brighton



## Photography

Lee Miller & Roland Penrose  
**FARLEYS HOUSE & GALLERY**  
HOME OF THE SURREALISTS

### A level/Level 3

#### Dylan Bradbury. Uckfield College

##### Exploring an Expression of Self Photography

*Drawing upon his interests in poetry, surrealism and film noir, Dylan Bradbury has explored the use of self-portraiture to create a narrative centered around the character of 'the clown'. A suitcase, filled with hand-made books, poetry and photographs that document a period of personal exploration and transformation is buried under the cover of darkness.*



#### Dylan Bradbury

Exploring an Expression of Self



## Textiles



*"Beauty will be convulsive or will not be at all." André Breton*

### GCSE/Level 2

#### Chloe Brazier. Chailey School

##### Seascapes Screen-printing, embroidery, cushion

*Over the course of my project, 'Seascapes', I was inspired by the beauty of life under the sea and the work of artist Yellena James. I researched shells, embroidery and screen orienting to help create my cushion.*



Chloe Brazier Seascapes

## Textiles



### Freya Packer. Ratton School

**The Magpie** Needlefelt, reverse applique, hand sewing

*I drew my inspiration from the nature around me and the relationship we have with it.*



Freya Packer The Magpie

### Kitty Britsch. Ratton School

**'Rebecca'** Fabric manipulation, free machine applique, heat tool on fabric

*My corset is inspired by Daphne du Maurier's gothic novel where the character 'Rebecca's' body is found washed up on the beach. This influenced my use of recycled textiles and experimenting with the idea of objects being metamorphosed by the sea and then washed up.*



Kitty Britsch 'Rebecca'

### Maddie Bartlett. Ratton School

**Octopus** Watercolour, dyes, muslin, wool, shells

*I was inspired by how octopuses move in water with their curving tentacles and way of protecting themselves when needed. This piece was made during a really hard time and helped me find a route through grief. By stuffing tentacles and painting and sewing the octopus it gave the time and space to explore my emotions and enjoy the beauty of nature.*



Maddie Bartlett Octopus



**A Level/Level 3**

**Eve Bishop**

**East Sussex College – Eastbourne**

**Rural East Sussex** Printed textile

*Fashion textile print derived from examining surface patterns and textures found on walks around rural East Sussex then developed into a fashion garment. During lockdown walking was an effective way to help stabilise my mental health and post-lockdown this has continued to be a regular part of my daily routine.*



**Eve Bishop** Rural East Sussex

**Amelie Reid**

**Bexhill Sixth Form College**

**Untitled** Fabric, watercolour/ink, stitching

*My project shows representations of the female body through textile art. I want to target the oppressive way in which women are presented in society, how strict body standards play a part in pressurising women to look a certain way. I want to celebrate women of all shapes and sizes.*



**Amelie Reid** Untitled

**Liberty Clarke**

**East Sussex College – Eastbourne**

**Crystals** Printed textiles

*Printed textile developed into a series of garments inspired by the shapes, patterns, colours and textures found in crystals. I wanted to create a gender-neutral outfit, which allows individuals to express themselves in a superhero/villain type way therefore generating a range of 'everyday costume wear' for people to enjoy.*



**Liberty Clarke** Crystals



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

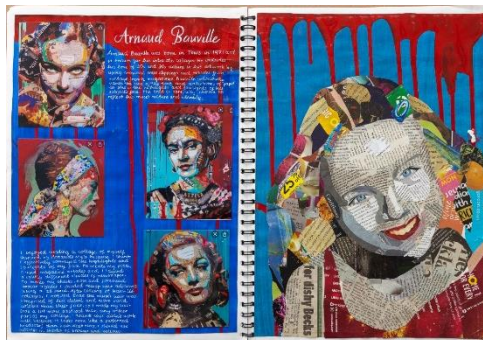
**GCSE/Level 2**

## Hannah Sewell

### Willington Community School

**An Exploration in Portraiture** Mixed media

*I loved Bauville's seamless blend between bright colours and the monochrome newspaper articles, so I decided to try and emulate his style. I used paper of different shades and hues while considering the opacity and amount of writing on each sheet to describe the highlights and lowlights of my face.*



**Hannah Sewell** An Exploration in Portraiture

## Francesca Baldock. Neon Nature

### Anatomy

**Ratton School.** Mixed media

*My work is inspired by all the people and nature rewarding us in everyday life. This is so often construed in a negative light that I would add a colourful spin on it to show how life can be beautiful and vibrant.*

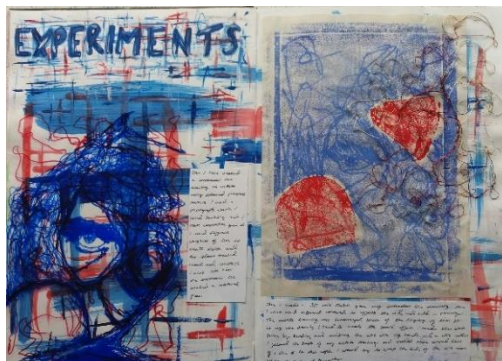


**Francesca Baldock.** Neon Nature Anatomy

## Lara Wheatcroft. Experimental Portraits

**Chailey School.** Mixed media

*The piece is about women's voices being drowned out, shown by the oil in water distortion. Researching artists Paul Wright and Jenny Saville for painting techniques and See Red Women's Workshop for examples of protest art, I was especially pleased how the thread enhances the distortion in my final piece.*



**Lara Wheatcroft.** Experimental Portraits

*"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

### Eve Knowles. St Catherine's College

#### Reflections Collage, foamboard

*I photographed the Barbican, architecture around London and flowers using a macro lens and seascapes using a lens ball to consider the word 'reflections'.*



**Eve Knowles** Reflections



### Pixie Le Fay. Heathfield Community School

#### Personal Landscape Mixed media

*Throughout the book progresses with a reflection of the pandemic's influence on a student and the development of a motivational deficit. However, during the photo shoot, I began to emulate artists explored earlier in the book while representing this environmentally challenged expression due to the internal difficulties of self-sabotage. Nevertheless this initiated a shift and the book explores this journey.*



**Pixie Le Fay** Personal Landscape

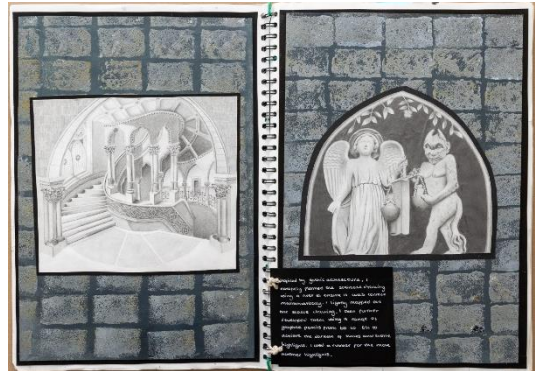


# Sketchbooks



## Evie Maynard Willingdon Community School Portraiture and Gothic Architecture Sketchbooks Mixed media

*Over the last two years I have focused on two projects – portraiture and gothic architecture. In my gothic project I drew two pencil drawings, gothic interior and gothic statues. In my portrait project, which consisted of many elements, some were based on realism which explored a variety of creative media and photography.*

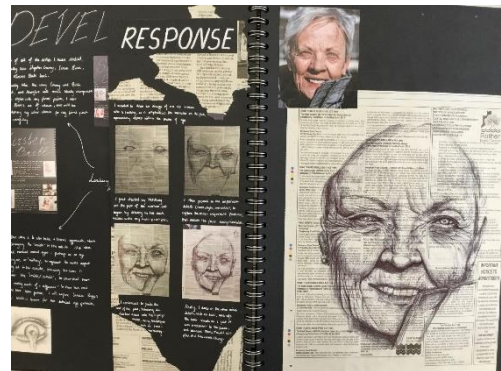


Evie Maynard Portraiture and Gothic Architecture Sketchbooks



## Natalie Collinson St Richard's Catholic College Inside/Outside Mixed media

*This sketchbook explores the theme of 'Inside/Outside' throughout, in the many ways that could be expressed as, whether literal or metaphorical, through things such as architecture, age and emotions, leading up to my final piece with a major focus on 'age' in relation to 'Inside/Outside'.*



Natalie Collinson Inside/Outside



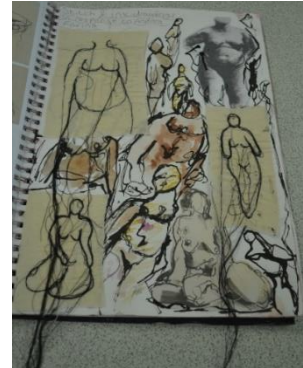


**A Level/Level 3**

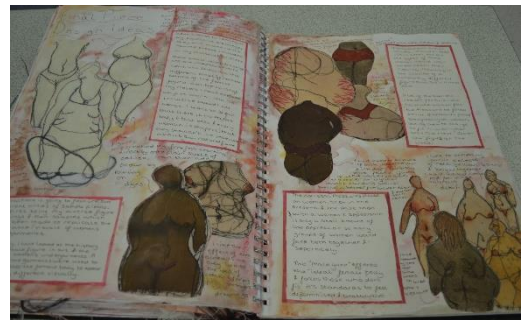
**Amelie Reid. Bexhill Sixth Form College**

**Untitled** Mixed media

*My project shows representations of the female body through textile art. I want to target the oppressive way in which women are presented in society, how strict body standards play a part in pressurising women to look a certain way. I want to celebrate women of all shapes and sizes.*



**Amelie Reid** Untitled

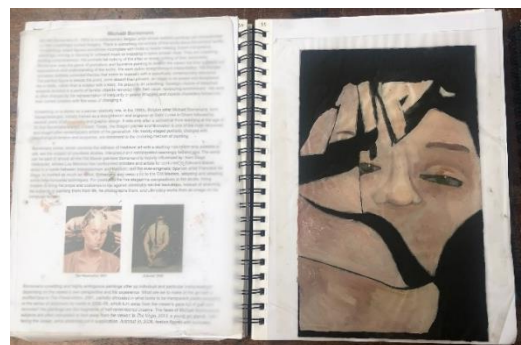


**Emily Goldsmith**

**East Sussex College - Lewes**

**Home Sketchbook** Mixed media

*This is a 'home' project sketchbook. There is no meaningless artifice or presentation decoration. It's just an honest, committed, creative and diligent approach to working through a project with a wide range of experimentation and exploration.*



**Emily Goldsmith** Home Sketchbook





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 Miró, Max Ernst, Man Ray, Paul Éluard, Henry Moore and other artists, poets and writers from the UK and Europe.

The trust aims to extend an understanding and appreciation of this unique artistic legacy of one of the momentous periods in our recent cultural history through a programme of arts and educational projects. Over nearly 20 years this has included exhibitions, talks, workshops, performances, awards and bursaries designed principally to engage young people and local communities.

These activities are made possible through support from charitable trusts, local societies, government grants, sponsorship from companies and the expertise and voluntary work of Trustees. In recent years crucial funding has included grants from The Chalk Cliff Trust and The Band Trust.

For further information about the Farley Arts Trust go to [www.farleyartstrust.co.uk](http://www.farleyartstrust.co.uk).  
For information on our current educational projects and developing programme please contact Rosemary Colebourn on [rosemarycolebourn@btinternet.com](mailto:rosemarycolebourn@btinternet.com) or call her on 07552 487695.



**Sylvia Tidy** Chair of Farley Arts Trust and Trustee



**Antony Penrose** Founding Trustee, son of Roland Penrose and Lee Miller and guardian of the artistic legacy of Farleys House and Garden



**Mark Barrett** Trustee



**Griselda Bear** Trustee



**Rosemary Colebourn** Trustee and Education Advisor



**Margaret Sweatman** Trustee

## Participating Schools and Colleges

**Bexhill Academy ~ Mary Watts** (Director of Arts)  
Gunters Lane, Bexhill-on-Sea TN39 4BY

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

**Chailey School ~ Natalie Katona** (Teacher I/C Art)  
Mill Lane, South Chailey BN8 4PU

**East Sussex College Eastbourne ~ Mike Shepherd** (Course Co-ordinator)  
Cross Levels Way, Eastbourne BN21 2UF

**East Sussex College Lewes ~ Andrew Williamson** (Head of Curriculum for Creative Learning)  
Mountfield Road, Lewes BN7 2XH

**Heathfield Community College ~ Frances Strachan** (Head of Art)  
Cade Street, Old Heathfield TN21 8RJ

**Ratton Academy ~ Emma Hulstron** (Head of Art)  
Park Avenue, Eastbourne BN22 2XR

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

**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

**Turing School ~ Anne Castano** (Subject Leader Art)  
Larkspur Drive, Eastbourne BN23 8EJ

**Uckfield College ~ Bethan Archer** (Curriculum Leader of Art and Design)  
Downs View Crescent, Uckfield TN22 3DJ

**Willingdon Community School ~ (Charly Dyer - to August 2022)** (Leader of Learning  
Broad Road, Lower Willingdon BN20 9QX Art and Design)



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