



The first Farley Arts Trust Awards and Exhibition was held in 2006 at the Gardner Arts Centre in the University of Sussex in Brighton and now, in 2024, we are celebrating the tenth Awards. Over the years many hundreds of students have exhibited in the biennial exhibitions and some, most interestingly, keep us in touch with their continuing activities in creative professions. Catalogues for all past exhibitions can be viewed on our website. Our aim is to provide a unique opportunity for young people taking GCSE or A level art at schools, colleges and academies in East Sussex to gain an early experience of the professional art world beyond their schools.

As this catalogue shows the works are entered in seven categories and one work is selected to be installed for two years in Farleys House in the company of works made by many prominent artists of the 20th century. And to celebrate this 10th Farley Art Awards we are inviting all participants to apply for one of ten £250 bursaries by setting out how they would use these funds to advance their artistic interests.

We are once again most grateful to the sponsors of the Award prizes. This year this includes Seawhite of Brighton, Abigail's Drapery, The Arts Society Eastbourne and Farleys House and Gallery who have most generously supported the Awards for many years along with three newcomers: the Modern British Art Gallery; the print, design and media company Custard; and The Arts Society Uckfield, Lewes and Newick. Our thanks also go to the organiser of the 2024 Awards and Exhibition, Miranda Pennington, who has so successfully continued and developed Rosemary Colbourn's many years of work on this project.

Above all else we wish to express our huge thanks to the teachers in the schools for coordinating their students' participation and the students themselves who have produced the many truly exceptional, often deeply thoughtful and visually powerful, art works that you can see reproduced in this catalogue and in the exhibition in the Farleys Gallery.

Griselda Bear
Chair, Farley Arts Trust

'Confidence in nonsense is essential for creativity'
Bert Rutan – aerospace engineer and entrepreneur

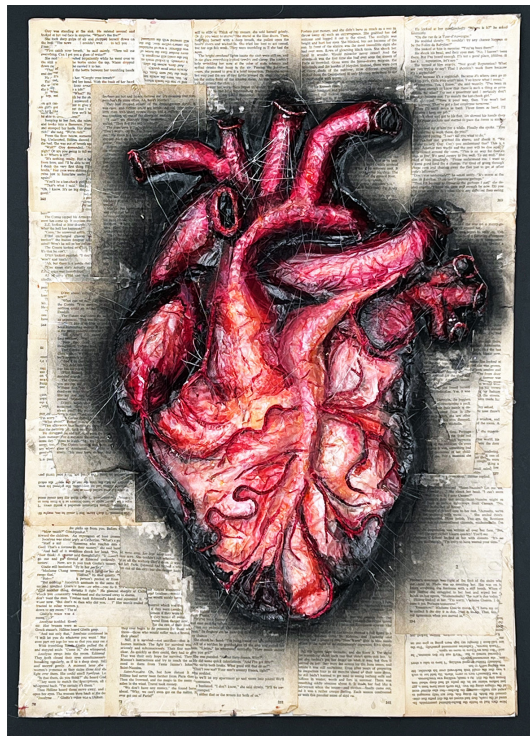
Welcome to the tenth Farley Arts Awards and Exhibition, held at Farleys Gallery in 2024, our twentieth year of existence.

The selection of work in our first exhibition set the pattern for all the subsequent shows. The schools in the region have consistently shown they have wonderfully rich hoards of artistic talent and our purpose is to make this visible and celebrated. We always find ourselves vitalised by the spirit of the art submitted. The works speak for themselves, and we must never lose sight of the dedication and talent of the teachers who encourage the creativity of these students. At this time when art education lacks the support of the state and is seriously underfunded, it is a joy to see how irrepressible emerging talent can be.

Art is vital to our future. The Dadaists and the Surrealists wanted a new world where creativity flourished, providing inspiration for many strands of life. Today the luminary Bert Rutan, the aviation and space-flight inventor, recognises the role the arts play in science and engineering in his dictum: *'Confidence in nonsense is essential for creativity'*. Art has a way of providing a vital catalyst to our imagination. That is what we aim for, and hope to encourage, through the Awards to students and the public Exhibition of their art works.

Antony Penrose
Founding Trustee

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Brooke Summers

Power

GCSE

Heathfield Community College

The exam theme of 'power' led me to explore the heart; the powerhouse of the human body. I wanted the heart to be strong colours with a solid and bold structure that represented its power to sustain us. The delicate glue threads represent the heart's fragility and how easily it can be broken.



Olivia Hensler

Ally Cat

GCSE

Gildredge House, Eastbourne

Ally Cat was inspired by looking at the works of Damien Hirst and Junji Itō. I wanted to explore the grotesque and pose questions about life and death while still capturing the essence of a cat's nature, its feline prowess and ever-questioning stare.



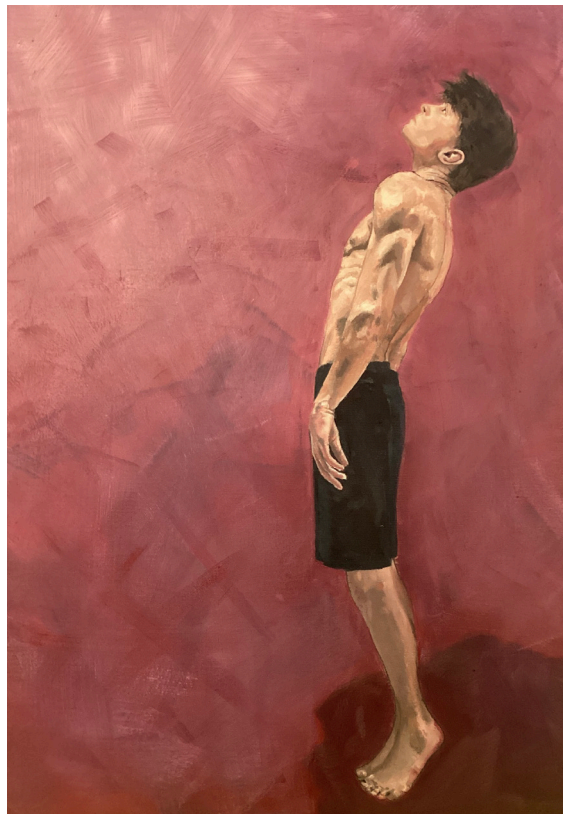
Uli Croshwaite-Phillips

Facing My Fears

GCSE

Seahaven Academy, Newhaven

Inspired by the surreal portraiture of artist Tom Wood, this work focuses on awareness of colour, atmosphere and emotion. In this self-portrait I try to convey the emotions of fear and the trepidations of life.



Will Davies

Power of the Body

GCSE

St Richard's Catholic College, Bexhill

I wanted to show the power of the body and its capacity for movement and form and the power it can express. I used oil paints and graphite in certain areas to outline the subject matter, to show the body's value, purpose and power.



Phoebe Chaplin

Lock

GCSE

Heathfield Community College

This piece is my response to the theme of 'lock'. It depicts a face distorted behind glass. I wanted to convey a sense of separation, as if the person was 'locked' on the other side of the glass. The hands holding the glass suggest a desperation to be released. The painting is acrylic on paper, and it is the final piece for my art GCSE.



Lailey Wylder

Proclivitas (Latin for addiction)

GCSE

Chailey School, Lewes

Inspired by Jean Michelle Basquiat, I wanted to combine abstract impressionism with realism and create a piece that would evoke feelings of a fractured mind and the effects of addiction. I wanted to use mixed media for the project to represent different stages of the mind as it unravels with addiction.



Jemima Church

Uncle Pad

GCSE

St Richard's Catholic College, Bexhill

My uncle passed away in 2021 after a battle with cancer, and as my theme for GCSE Art was 'power', I thought I could honour him by exploring the power of memory and revolve my exam project around his life. Hopefully this piece can keep his memory alive.



Bethany Turtle
What the Flies Might Do

A LEVEL
Bexhill Sixth Form College

This painting is about the parasites in chief; an ironic twist on the monarchy. As a student of history and art I have researched how, although the status and power of the monarchy captures people's minds, there are also failings and corruption. The title is from the song The Royal Family by Seb Lowe.



Madalene Westoll
Sunset in Sussex

A LEVEL
Bexhill Sixth Form College

This painting is the culmination of a year dedicated to learning and improving my skills in the art of painting. My journey has been deeply inspired by the *en plein air* sketches of John Constable, particularly his work 'View across Hove to Shoreham', created in Brighton and Sussex.

Constable's evocative depiction of the sunset, which he associated with the declining health of his wife amidst a serene yet indifferent world, was an influential starting point for me. Through studying his techniques, I sought to develop my own methods and apply them to an original image of a sunset that resonates on multiple levels.

Sunset in Sussex aims to capture the transient beauty of the setting sun, inviting viewers to find their own meanings within the scene. Whether it evokes a sense of peace, melancholy or contemplation, this work is open to interpretation, allowing each individual to take from it what they will.

I hope this painting offers a moment of reflection and connection.

Isabelle Gunter

Casey

GCSE

The Turing School, Eastbourne

This piece is inspired by a game I play called 'Grounded'. It features teens shrunk down to the size of insects in a garden. This is how I imagine a character based on myself would look. For my design I chose an insect, the butterfly, which is not used in the game. I made the wire frame and then wrapped and shaped foam clay around it. I used magnets in the feet for stability and also in the wings so that they can be removed.



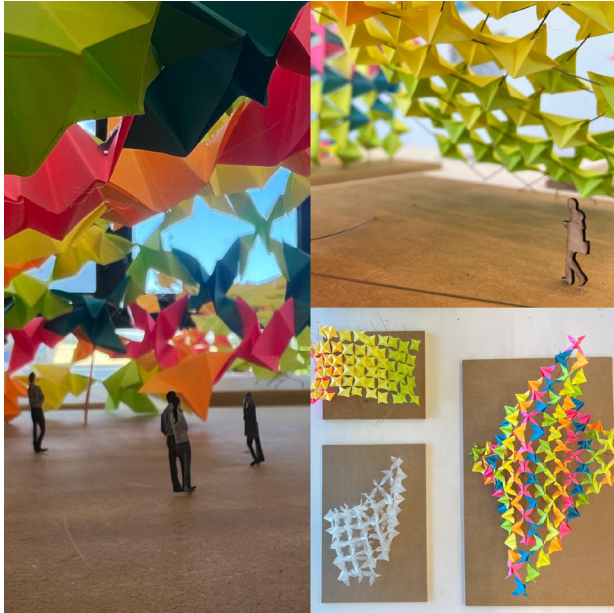
Abi Peckham

Graveyard Rats Shadow Box

GCSE

Beacon Academy, Crowborough

This shadow box was inspired by the artist Joseph Cornell and the episode 'Graveyard Rats' from the programme Guillermo del Toro's Cabinet of Curiosities. I made the coffin out of MDF and plywood. All the objects are from scenes in the programme and I made them from tinfoil and air-dry clay, all of which I then painted with acrylics.



Holly Graham *Shell Structures*

A LEVEL

East Sussex College Eastbourne

Shells come in many forms, shapes and sizes and provide protection and shelter.

During this project I took a deeper look into the structure of shells and created my own origami shapes in response. I was interested in the way shells have repeating patterns and shapes.

My final design is based on the shell of my tortoise. Juxtaposing the colours of the dull shells and making them bright and enticing was really important to me. The free-flowing structure is transformed into an exterior structure/space that offers both protection and shelter from the sun.



Rae Watt *Call for Help*

A LEVEL

East Sussex College Lewes

Call for Help is a fine art sculpture protest piece that uses sardonic humour to address climate change and rising sea levels. It specifically highlights the younger generation's efforts to save our planet from decades of neglect and exploitation.

The sculpture shows a derelict, abandoned telephone box. On the exterior of the box is a series of Extinction Rebellion-style posters drawing attention to our continual misuse and poor treatment of our planet. Inside a young individual is desperately 'calling for help' whilst the water level rises around them.



Ruth Bevis *Glass Jellyfish*

A LEVEL

East Sussex College Eastbourne

This project is about the phenomenon of bioluminescence in jellyfish.

My aim was to show the fluidity of jellyfish. The glow of bioluminescence is not created by the jellyfish itself but by how the light interacts with it.

I started this project by looking at the way bioluminescence appears through different jellyfish. I chose to experiment with glass as a way to show the delicate nature of jellyfish and their colours.

It was interesting the way my project developed from trying to create something that represents the 'glow' to using external lights to represent the 'glow'.



Ida Debley
Ten's Conversion

GCSE
Turing School, Eastbourne

I was inspired by the Doctor Who series for this piece and drew the 10th Doctor. This was from the show and I used their objects in my own concept.



Chloe Aston
Queen

GCSE
Seaford Head School

I completed this work for my exam on the theme of 'power'. I wanted to portray female strength through the queen chess piece, so worked on the largest scale I was able to. And to create a sense of drama, I used tonal contrast.



Tola Konieczka
Under the Sea

GCSE
Ratton School, Eastbourne

Work created in response to the theme 'under the sea'. The corset is a combination of techniques that have been used to create abstract shapes and patterns inspired by a variety of under-the-sea creatures and fashion.



Cecila Hewitt-Bloom

The Death of Arachne

GCSE

Gildredge House, Eastbourne

The Death of Arachne came as a result of over a decade of fixation on mythology and a year's focus on the theme of identity, as seen through stories and the creatures that inhabit them.

Arachne has been split open, the spider crawling its way out of her body. The spider's web inside is hard to see but ever present; everything that was once Arachne has been replaced. The legs stretch around the canvas and reach outward at others; she is trapped by the spider as it claws its way out towards the viewer.



Ajla Alihodzic

To Be Heard

GCSE

Heathfield Community College

I wanted to force reflection on women's struggles - being approached with misogyny and being overlooked. I painted three women to highlight the strength of different kinds of woman and the importance that all their voices be heard. I want to show that all women have power despite the ignorance of society and its outdated influence.



Amber Robinson
Observe, Seek, Challenge

A LEVEL
Seaford Head School

This piece depicts myself morphed with my mother and younger sister. It was completed for my exam project 'Observe, Seek, Challenge'.



Rebekah Whitby
The Weight of my Own Eye

A LEVEL
Bexhill Sixth Form College

This piece explores self-image and reflects the struggles surrounding negative self-image. I chose to portray this theme because I have personally fought insecurities for the majority of my life. Through creating this piece I have learnt about the psychology behind negative self-image and how it can impact the character of a person. The representation of this piece will help people feel related to and reassured that they are not alone.



Charlotte Coombes
Observe, Seek, Challenge

A LEVEL
Seaford Head School

I completed this portrait of my sister for my exam project on the theme of 'Observe, Seek, Challenge'. I was inspired by the artist Maurizio Anzeri who sewed threads into photographs.



Owen Smith

Looking at the Black Death through the Lens of Covid

A LEVEL

East Sussex College Eastbourne

This project comprises a book that illustrates the similarities between Covid and the Black Death in a mediaeval style, creating an entertaining way of educating 14-year-olds and up. I wanted my book to feel and smell historic, so I chose hessian, one of the earliest fabrics, and leather because it is the material that the plague doctors would have worn.

I am interested in depicting events in history by transforming them into illustrated stories to create exciting, memorable ways of learning. I enjoy reframing these events in a surrealistic form to add dark humour into my work.



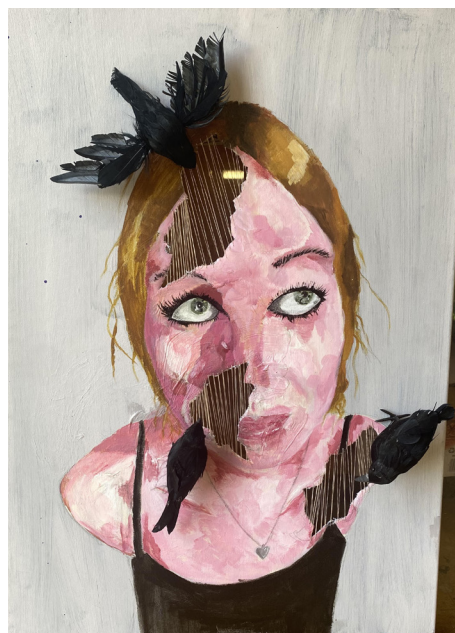
Ella Hancock

Lost and Found

A LEVEL

Uckfield College

Lost and found is part of a wider body of work exploring coming of age. In this piece two young people are lost, literally and metaphorically, but find comfort in their shared search for somewhere they fit in. The painted clown masks are at odds with the serious expressions they wear - a representation of the assumed ease of youth countered by the ever mounting pressures of navigating a troubled world and looming adulthood.



Aurora McGowan

Crows

A LEVEL

Uckfield College

My piece of work represents issues with identity and self-worth. With the crows shown to be pecking at the face it symbolises the act of skin picking and constant need and desire to change your appearance in order to match society's standards. This is a large and common struggle within today's younger generations.



Chloe Prior

Sweets

GCSE

Ratton School, Eastbourne

This work was created in response to my final exam and is based on the theme 'shopping'.



Hannah Proemer

Fear of Flight

GCSE

Seahaven Academy, Newhaven

My fascination comes from my childhood interest in animals and mythical creatures. I have always loved seeing how birds hunt, especially those that dive into the water to catch fish. I wanted to combine the elements of both creatures into one beast.



Florence Home
Grief

GCSE
Chailey School, Lewes

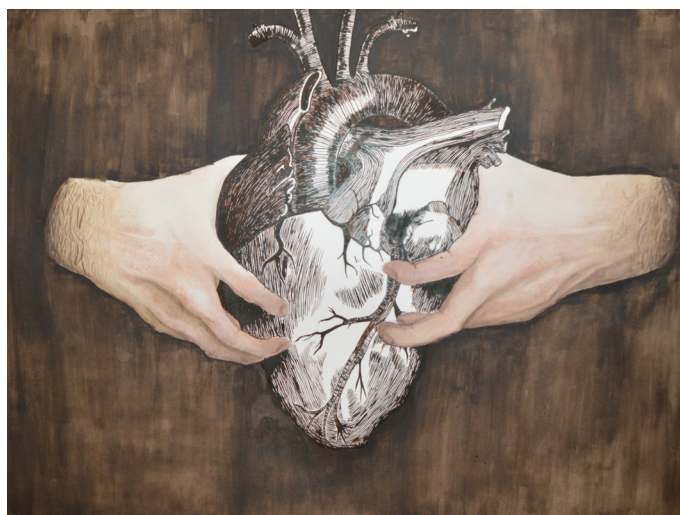
This piece reflects grief and the parts of our identity left behind in the experience. I composed this as a surrealist image that would illustrate the reality of mourning and the aftermath, where despondency and detachment become at the forefront of life. The mesh fabric was incorporated to mimic water, and in turn the feeling of drowning helplessly in the waters of depression, unable to find solace.



Jasmine Snowball
Connections

GCSE
Gildredge House, Eastbourne

Connections was inspired by looking at the work of Chamo San and Peony Yip. I wanted to explore the relationships we have with ourselves and how we see ourselves in animal form.



Eleanor Sharrard
Heart in Hand

GCSE
Seaford Head School

I made this piece for my exam on the theme of 'power'. I was inspired by Leonardo da Vinci's anatomical drawings.



Jasmine Angus
Shadows of the Past

A LEVEL
East Sussex College Eastbourne

Throughout this project I have analysed how we, as individuals, are remembered through objects. I was inspired by a collection of objects I had bought a few weeks prior to the beginning of the project which prompted me to question who previously owned them and their significance to their lives. I decided that I wanted to follow non-linear narratives to emphasise the sheer number of potential stories behind second-hand objects.



George Williams
Stonecast

A LEVEL
Bexhill Sixth Form College

My work uses the cleft in a ruined church wall as a metaphor for where we stand in the world today. Cracks, shadows and rough textures represent the imperfections and vulnerabilities present in the modern, arguably broken, Britain. We live as the shadows of all that our country has laid before us. But from the rubble we forge a new path.



Nilany Sathiyaseelan

Observe, Seek, Challenge

A LEVEL

Seaford Head School

I created this piece for my A Level exam on the theme of 'Observe, Seek, Challenge'. After seeing Barbara Walker's work on the Windrush generation at the Towner, I was inspired to portray the struggles that my own mother faced and still faces today with immigration, moving to a new country with different norms and an unfamiliar language.



Maddie Milne

Icon 'Jim'

A LEVEL

Uckfield College

Whilst studying the theme of 'decorative' I became fascinated with the ornate fabrics portrayed in Baroque art and then the symbolism and iconography used in Byzantine religious imagery. This journey culminated in me creating my own 'icon' in which the subject is portrayed as a religious man with hand-printed robes and carrying prayer beads.



Amber Tambellini

Wrapped in Opposition

A LEVEL

Heathfield Community College

In creating this painting of two fabric-draped figures - one with a lit match, the other a fire extinguisher - I aimed to capture human duality. The mysterious, veiled figures symbolise our balance between igniting change and maintaining control - and trying to understand life's complexities.



Lily Botwright
Cracked

GCSE
Uckfield College

We all have different versions of ourselves - who we are alone; who we are with friends - but sometimes we can lose sight of our true identity. Or worse, we can try to mask how we really feel. This work is an exploration of when the mask slips, or becomes fragmented and the potentially damaging or freeing results.



James Robinson
Push

GCSE
Uckfield College

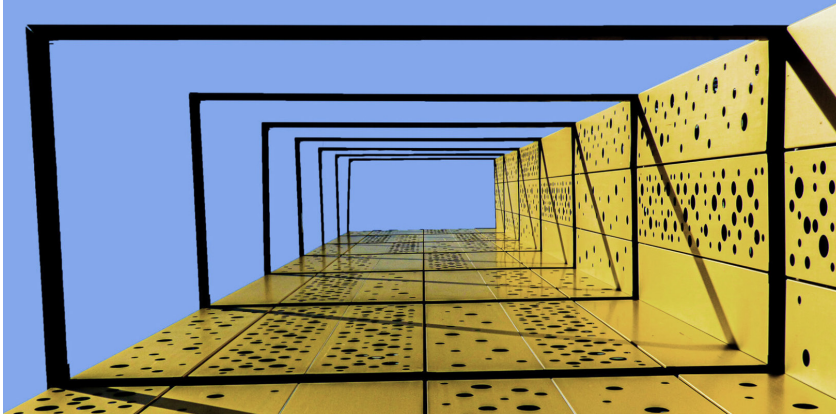
This image was inspired by surrealist photography and the fact that with digital editing you can create scenes that could not exist in real life. This photo is inspired by my friend, Joe, who pushes back against difficulties in life and forges his own path - something we can all aspire to.



Cerys Andrews
Shopping

GCSE
Ratton School, Eastbourne

This work is created in response to the exam theme, 'shopping', combining the style of Pariwat Anantachina and graphic designer, Poppy Campbell.



Finley Thomas

Places and Spaces

GCSE
Seaford Head School

This image is inspired by the Photography GCSE exam title I chose, *places and spaces*. I have used elements of symmetry and repeat pattern that have been inspired by various architectural photographers throughout my exam preparation.



Rex Dejonge

'Pure' and 'Sin'

GCSE
Chailey School, Lewes

The first piece '*Pure*' shows my model with an innocent expression. I photographed her looking away giving an appearance of purity, innocence and holiness. I used soft pink and white colours to show the model as subtle and non-threatening. Inspired by the work of Pierre et Gilles and Catholic iconography I used lace and gems to show their style. The other piece, '*Sin*', shows a face that is ripped like a mask to show the facade that is Christianity. Jesus is shown in the background but his face is cropped out. This portrays that Christianity itself is not inherently corrupt but rather corrupted by bad people disguised as Christians. I used contrast to heighten the shadows for an eerie feel. Using a scalpel and paint to age the frame and gems, this shows how the bad aspects of Christianity are hidden away.

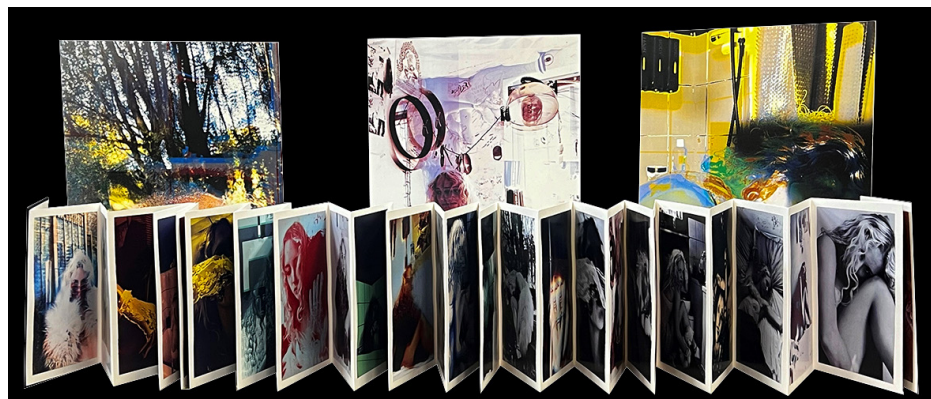


Jacob Marsh

Surreal Structures

GCSE
Seahaven Academy, Newhaven

I explored the power of weather and the sky through controlling photoshop techniques to create a range of bright pieces which convey the power of light and perspective. To make these I used filters mixed with more independent techniques experimentally until I found a piece that comes together in a surreal way.



Grayce Mills

Untitled

A LEVEL
Heathfield Community College

Throughout my coursework I wanted to challenge the concept of freedom vs limitations. I illustrated this through portraiture and the emotions of people. I mainly edited in high contrast black and white to draw out the narratives of individuals. Using subjects around the same age as me, I am able to convey my feelings through them and tell viewers a story.



Jamie Hanlon

Cultural London

A LEVEL
Heathfield Community College

This is my portrayal of London's multiculturalism which is pivotal in the culture of a modern society. The vibrant colouration has been used to characterise the energetic atmosphere of London; the use of modernised digital art embodies London's gentrification, with contrasting textures which juxtapose the contemporary architecture.



Rebekah Whitby

Delicate Empowerment

A LEVEL
Bexhill College

Within my theme 'delicacy and fragility in shadows' I aim to explore delicate femininity and how it should be viewed as a strength, not a weakness. A gaze can help to impact the atmosphere of an image and so I worked with my model looking directly at the camera to convey confidence and looking away from the camera to further represent vulnerability. The shadows represent strength whilst the delicate shapes show the fragile side of femininity.



Sophie Pennington
Shattered Tears

A LEVEL
Bexhill College

Provoking emotion is something that I strive for when creating art through lighting, tone and subject choice. Using jewels I was able to explore different emotions through the reflections captured and placement. Man Ray inspired my work, specifically his piece 'Glass Tears', I wanted to create a surreal portrait, transforming my subject's appearance, like Man Ray.



Sviatoslav Latyk
The Fragile Moment

A LEVEL
Beacon Academy, Crowborough

This is a picture of a daily event - smoke. People tend to forget how unique smoke is. By choosing the right settings of the camera I want to show that each event can be looked at from a different point and become interesting.



Molly Edwards
In Our Skin

A LEVEL
East Sussex College Lewes

I started to think about how our existence is fleeting, with time being limited and life constantly changing. This made me want to capture the idea of fleeting moments and the ever-changing nature of life.

To bring this idea to life I decided to use long exposure photography. This technique allows for movement to blur and time to be captured in a single frame, which felt perfect for what I wanted to express. Each long exposure shot becomes a dance of light and shadow, where moments stretch and merge, creating a visual symphony of the transient.

By using long exposure photography I want to evoke a sense of wonder and introspection. These images encourage viewers to pause and reflect on their own passage through time, to appreciate the transient beauty of life's fleeting moments, and to find meaning in the constant ebb and flow of existence.



**Ronnia
Frazer-Williams**
Constructed Cluster

A LEVEL
East Sussex College Eastbourne

This piece was based on the concept of the word 'cluster'. I spent much time researching this concept, examining the beauty created through the coming together of objects and the interweaving and knitting together of yarns. I was interested in the building up of textures to create a rich and vibrant outcome that combine the different constructed textile elements of weaving, knitting, macramé and beading.



Camila Fulbrook
Costume

A LEVEL
East Sussex College Lewes

I decided to make a garment because I enjoy making clothes. I chose the topic of flowers and wanted to make something flamboyant and in the style of my favourite designers, Muriel Fahrion and Guo Pei. My original intention was for the dress to be more dramatic but the wire casing in the skirt did not give as much malleability as I thought it would as it added to the weight. I chose a lightweight fabric for the skirt fabric to create structure and hold the corset. For the back closure I decided to use eyelets and ribbon and thought this was more aesthetically pleasing. I felt there was deeper meaning in doing an extravagant garment inspired by flowers to capture the beauty of Earth and our environment and to help preserve our natural world.



Ruby Povey
Hidden Exposure

A LEVEL
East Sussex College Eastbourne

This outfit is inspired by the damp moss growing through the cracks of a brick, or lichen thriving on a dying branch.

I love the structures and purposes of organisms that we see as a nuisance; I wanted to merge the intricacy of natural structures with modern streetwear to create something you would wear in the streets of Soho or a tropical rainforest. You choose.



Olivia Hunt
The Cleaning Lady

A LEVEL
East Sussex College Eastbourne

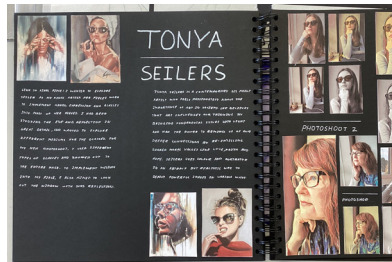
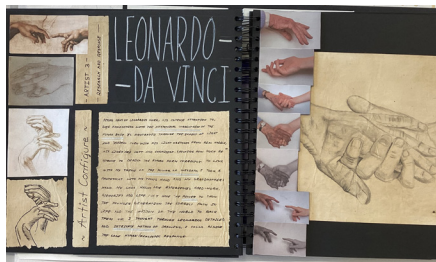
My project is based on cleaning. I work part-time as a cleaner and I wanted to create a glamorous but still practical garment with print patterns inspired by products and supplies used when cleaning. My final piece is a bright and fun jumpsuit.



Mai Malandrino
*Nature's Tapestry:
Intricate Symphony of Life and Death*

A LEVEL
Uckfield College

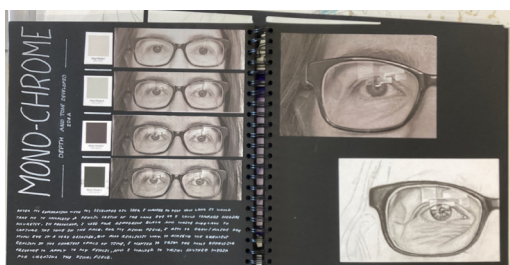
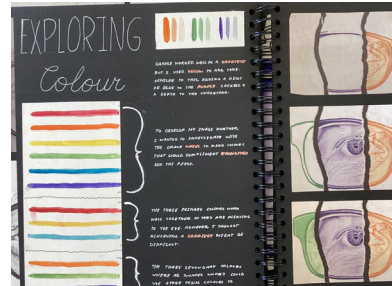
The dress is a representation of mother nature and the natural environment. It portrays the natural environment as a giver of life to animals and bugs. This is represented around the dress symbolising life and freedom. I created delicate wings to emphasise the intricate beauty and resilience within the natural environment as well as crafting crows which are flying out of the dress. I made butterflies and stuck them around the dress by printing my drawings onto acetate and heating the edges so they curled inwards to make them more realistic. Twigs and roots are intertwined within the dress as well as lace, to represent the beauty and stability of the elements. Towards the base of the dress I wanted to illustrate the undergrowth and within this the element of decay and rot. I used a deer skull, metal rusty leaves and burnt the plastic butterflies to symbolise this change and natural cycle within nature.



Georgina Ex Looking to Light

GCSE
St Richard's Catholic College, Bexhill

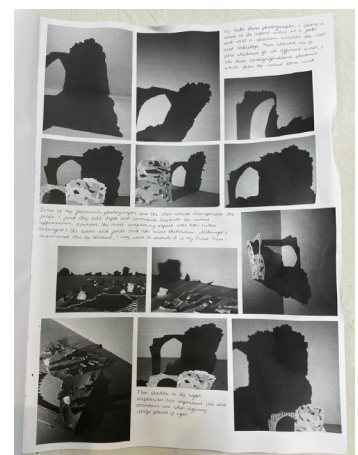
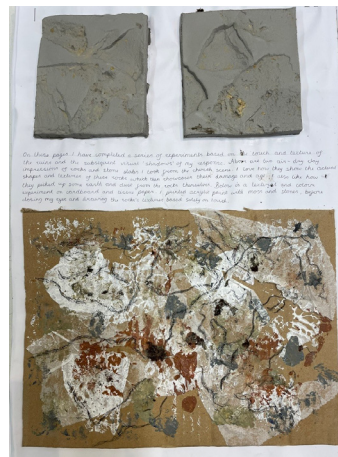
Looking to Light was my final GCSE portrait that had the underpinning theme of power. This sketchbook shows how my ideas developed for my final oil portrait. The project was inspired by my love for posterization and the use of contrasting colours to create depth and transparency. The final portrait represents my aspiration to look towards the future positively and the fulfillment of life even in moments of darkness.



George Williams Stonecast

A LEVEL
Bexhill Sixth Form College

My work uses the cleft in a ruined church wall as a metaphor for where we stand in the world today. Cracks, shadows and rough textures represent the imperfections and vulnerabilities present in the modern, arguably broken, Britain. We live as the shadows of all that our country has laid before us. But from the rubble we forge a new path.





Immy Darwin
Places and Spaces

GCSE
Seaford Head School



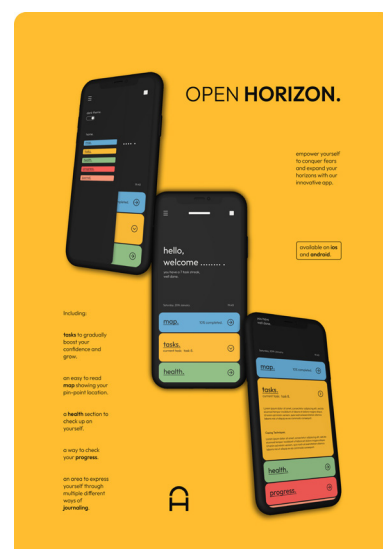
Emilia Hutchinson
Fruits of Europe

A LEVEL
East Sussex College Lewes



Mia Ashford
NHS

GCSE
St Richard's Catholic College, Bexhill



Joe Horton
Sussex at Sunset

A LEVEL
East Sussex College Lewes



Emily Nash
Places and Spaces

GCSE
Seaford Head School



Nicco Eastwood
Power

GCSE
Seaford Head School



The Farley Arts Trust draws inspiration from the artistic legacy created by Roland Penrose and Lee Miller. After the Second World War they lived in London and at Farleys House in Chiddingfold, East Sussex. Many of the most significant Surrealist and Modernist artists, poets and writers of the 20th century including Paul Eluard, Max Ernst, Joan Miró, Henry Moore, Pablo Picasso, Dorothea Tanning, Dora Maar, Leonora Carrington, Françoise Gilot, Sonia Orwell and Man Ray spent time with them at their Sussex home. The Trust aims to extend an understanding and appreciation of this unique artistic legacy, which represented one of the most 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 include the Farley Arts Trust Awards which are held biennially and in which every state secondary school, college and academy in East Sussex is invited to participate. Since 2006 they have submitted work by hundreds of their A level and GCSE students.

These activities are made possible through support from charitable trusts, local societies, government grants, sponsorship from companies, donations and legacies from individuals as well as the expertise and voluntary work of the Trustees. In recent years crucial funding has included grants from The Chalk Cliff Trust and The Band Trust. The Trust also receives continuing and invaluable support from the staff of Farleys House & Gallery Ltd.

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Baron Fellowes of West Stafford

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