



Grayson Perry Programme for Schools

Artwork assignments by students
in the UK and the Netherlands

December 2021

About the British Council

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly and with 791 million people overall, including online and through our broadcasts and publications. We have been working in the Netherlands since 1945 and collaborate with Dutch organisations to foster connections between the Netherlands and the UK.

About the Erasmus Prize Foundation

The Praemium Erasmianum Foundation (Erasmus Prize Foundation) is a cultural institution active in the fields of humanities, social sciences and the arts. It was founded in 1958 by Prince Bernhard of the Netherlands. The Foundation awards the annual Erasmus Prize and organises cultural and academic activities around the award ceremony. The Foundation is motivated by the cultural traditions of Europe and the ideas of Erasmus.

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Welcome

The Praemium Erasmianum Foundation has awarded the Erasmus Prize 2021 to the British artist Grayson Perry. The theme of the 2021 Erasmus Prize is 'The power of the image in the digital era'. Grayson Perry is known for his ceramic vases, tapestries and cross-dressing as well as his observations of the contemporary arts scene. Perry talks openly about the difficult times of his childhood and how these experiences have fed into his work, which therefore often addresses identity, social class and imagination. His recent documentary series, "Grayson's Art Club" highlighted another important theme of his life's work, that art is for everyone and can and should be open to us all.

In the lead-up to the award ceremony the Erasmus Prize Foundation and the British Council Netherlands invited eight schools to take part in a unique Grayson Perry Programme for Schools. This is part of our commitment to creating educational opportunities and building trust and understanding between the UK and the Netherlands. Four schools from the UK were linked to four schools in the Netherlands. The programme included an Education Pack about Grayson Perry's work; an opportunity to take part in an online lecture by art historian Krzysztof Dobrowolski-Onclin; an assignment for students delivered by Grayson Perry himself and the opportunity for 8 students to present their work directly to Grayson Perry.

We are grateful to all the teachers who took part in the project with such commitment and enthusiasm, using the British Council's Education Pack in creative ways to support their students in the assignment. The works of art produced by the students are published in this booklet and show a wonderful variety of multi-layered identities. The personal works of the 114 students deeply touched and inspired us. A heartfelt thanks goes to all the students for their creativity, bravery, and openness. We hope to see more of your work in the future!

Welkom

De Stichting Praemium Erasmianum heeft de Erasmusprijs 2021 toegekend aan de Britse kunstenaar Grayson Perry. Het thema van de Erasmusprijs 2021 is 'De kracht van het beeld in het digitale tijdperk'. Grayson Perry staat bekend om zijn keramiek, wandtapijten en travestie, evenals zijn observaties van de hedendaagse kunstscène. Perry vertelt openhartig over de moeilijke tijden van zijn jeugd en hoe deze ervaringen hebben geleid tot zijn werk, dat daarom vaak ingaat op identiteit, sociale klasse en verbeeldingskracht. Zijn recente documentaire reeks, 'Grayson's Art Club', belichtte een ander belangrijk thema van zijn levenswerk, namelijk dat kunst voor iedereen is en voor ons allemaal open kan en moet staan.

In aanloop naar de prijsuitreiking nodigden de Erasmus Prijs en de British Council Nederland acht scholen uit om deel te nemen aan een uniek Grayson Perry 'Programme for Schools'. Het programma voor scholen maakt deel uit van ons doel om onderwijskansen te creëren en bij te dragen aan het verder opbouwen van vertrouwen en begrip tussen het VK en Nederland. Vier scholen uit het VK zijn gekoppeld aan vier scholen in Nederland. Het programma omvatte een 'Education Pack' over het werk van Grayson Perry; de kans om deel te nemen aan een online lezing door kunsthistoricus Krzysztof Dobrowolski-Onclin; een opdracht voor studenten gegeven door Grayson Perry zelf en de mogelijkheid voor 8 studenten om hun werk rechtstreeks aan Grayson Perry te presenteren.

We zijn alle docenten dankbaar die met zoveel inzet en enthousiasme aan het project hebben deelgenomen en het 'Education Pack' van de British Council op creatieve manieren hebben gebruikt om hun studenten bij de opdracht te ondersteunen. De kunstwerken van de leerlingen zijn gepubliceerd in dit boekje en laten een prachtige verscheidenheid aan gelaagde identiteiten zien. Het persoonlijke werk van de 114 studenten heeft ons diep geraakt en

geïnspireerd. Hartelijk dank aan alle studenten voor hun creativiteit, moed en openheid. We hopen in de toekomst meer van jullie werk te mogen zien!

Croeso

Mae Sefydliad Praemium Erasmianum wedi dyfarnu Gwobr Erasmus 2021 i'r artist o Loegr, Grayson Perry. Thema Gwobr Erasmus 2021 yw 'Grym y ddelwedd yn yr oes ddigidol'. Mae Grayson Perry yn adnabyddus am ei fasys seramig, ei dapestriau a'i draws-wisgo, yn ogystal â'i sylwadau am y sîn gelfyddydol gyfoes. Mae Perry'n siarad yn agored am ddyddiau anodd ei blentyndod a sut mae'r profiadau hyn wedi bwydo i mewn i'w waith, sydd felly'n aml yn mynd i'r afael â hunaniaeth, dosbarth cymdeithasol a dychymyg. Tynnodd ei gyfres ddogfen ddiweddar, "Grayson's Art Club" sylw at thema bwysig arall o waith ei fywyd, bod celf i bawb, ac y gall ac y dylai fod yn agored i bob un ohonom.

Yn y cyfnod cyn y seremoni wobrwyo, gwahoddodd y Cyngor Prydeinig yn yr Iseldiroedd a Sefydliad Gwobr Erasmus wyth o ysgolion i gymryd rhan yn rhaglen unigryw Grayson Perry ar gyfer ysgolion. Mae'r Rhaglen Ysgolion yn rhan o'n hymrwymiad i greu cyfleoedd addysgol a meithrin ymddiriedaeth a dealltwriaeth rhwng y DU a'r Iseldiroedd. Cysylltwyd pedair ysgol o'r DU â phedair ysgol yn yr Iseldiroedd. Roedd y rhaglen yn cynnwys Pecyn Addysg i ysgolion archwilio gwaith Grayson Perry a hunaniaeth unigryw'r myfyrwyr eu hunain; darlith ar-lein gan yr hanesydd celf Krzysztof Dobrowolski-Onclin; aseiniad i fyfyrwyr gan Grayson Perry a'r cyfle i 8 myfyriwr gyflwyno eu gwaith yn uniongyrchol iddo.

Rydym yn ddiolchgar i'r holl athrawon a gymerodd ran yn y prosiect gyda'r fath

ymrwymiad a brwdfrydedd, gan ddefnyddio Pecyn Addysg y Cyngor Prydeinig mewn ffyrdd creadigol i gefnogi eu myfyrwyr yn yr aseiniad. Cyhoeddir y gweithiau celf a gynhyrchwyd gan y myfyrwyr yn y llyfryn hwn ac maent yn dangos amrywiaeth wych o hunaniaethau aml-haen. Bu i weithiau personol y 114 o fyfyrwyr ein cyffwrdd a'n hysbrydoli'n fawr. Diolch o galon i'r holl fyfyrwyr am eu creadigrwydd, eu dewrder ac am fod mor agored. Gobeithiwn weld mwy o'ch gwaith yn y dyfodol!



Jennifer Cosgrave

Director
British Council
Netherlands

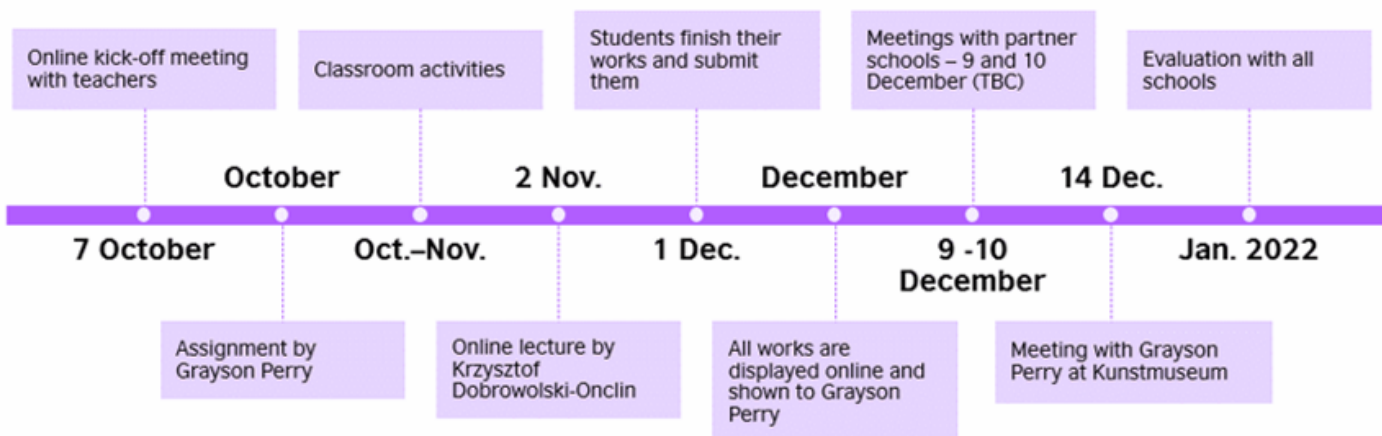


Dr Shanti van Dam

Director
Erasmus Prize Foundation

Grayson Perry Programme for Schools

Project timeline

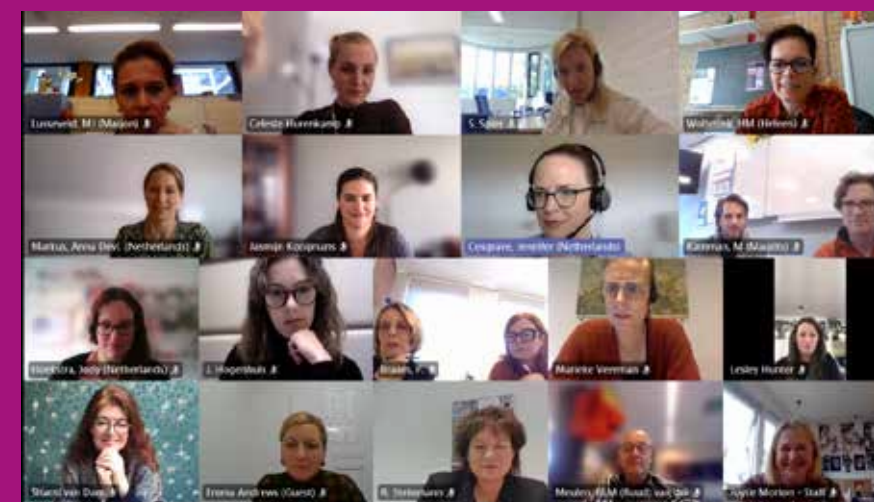


4 Schools in the UK

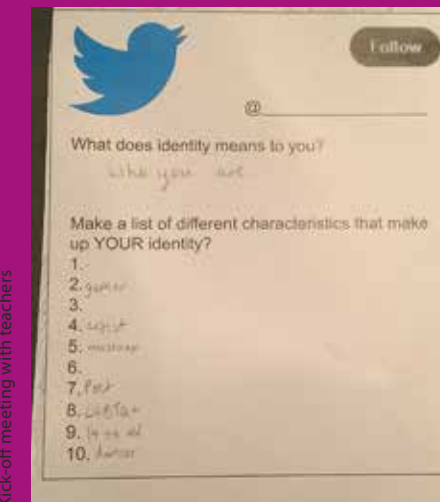
Ysgol Gynfun Plasmawr - Cardiff
Culleybackey College - Culleybackey
Wellington School - Ayr
Priory Southsea - Portsmouth

4 Schools in the Netherlands

Montessori High School - Leeuwarden
Pius Canisius - Almelo
Willem van Oranje College - Waalwijk
Lentis Revislyceum - Maassluis



Kick-off meeting with teachers

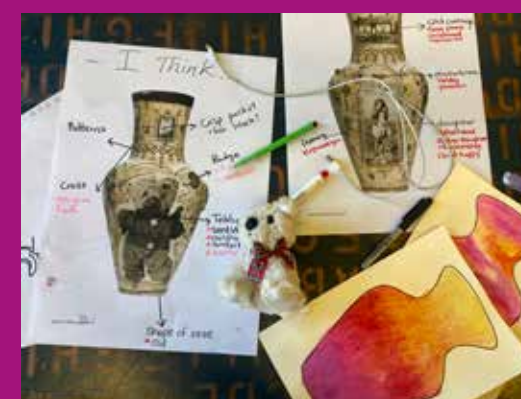


Priory Southsea



© Wellington School

Online lecture by Krzysztof Dobrowolski-Onclin



© Culleybackey College

3 Selected artworks by Grayson Perry to explore in the classroom



Large Expensive Abstract Painting (2019)



'Vase Using my Family' (1998)



'Kenilworth AM1' Motorbike (2010)

Assignment for students

'Who are you?
Just be yourself!

That is an easy question, isn't it? But actually, it is very difficult, because our identity is many layered. And we find out who we are over a life-time. You know, we change. I am getting old now, look at those wrinkles. But you are young, so you are still finding out who you are. But a good way to do it, is to do a self-portrait. Of course, it doesn't have to be a straight portrait, you can do it any way you want. In many ways, all art is a self-portrait. But, I want you to think about who are you and how do you represent that and it is a multi-layered thing. I am more than just a transvestite, or an artist, or a writer or a broadcaster or a father or a singer or whatever.

Think about it, we are all complicated. Have fun!

Grayson Perry



Maar een goede manier om dat te doen,
is door een zelfportret te maken.

'My students have been working on this project with great enthusiasm!

They have worked very hard and have managed to portray their personal identity in a special work of art. This project has already been a success for me because of the special conversations with the students. I am very proud of my students!

Art teacher from a Dutch school

Artworks by students from Willem van Oranje College

Students:

Esmee de Haas

Marit Traas

Minke Treffers

Nina Sleutjes

Olivir Böck

Sil Gelens

Sophie van de Sande

Ine de Visser





I chose to make a vase in the shape of a body because I think that you can show a lot of your identity through your body. For me, my body is one of my biggest insecurities, that's why I tried to make a body which, in my opinion, is the ideal image.

I made a vase with flowers in it, these flowers symbolize the not so good things about a person, yet also the good things. They also show that even if your body looks perfect to others, there always remains something which you are unhappy about. Yet, there are also things you are proud of and which you will bloom from!

I painted my vase red as this is the color of love and hate. I think that reflects best how, in my opinion, everyone thinks about their body. The words on the vase are character traits of mine, and I think they say a lot about me.

Esmee de Haas (15)
Willem van Oranje College



I'm often associated with a thumb by my friends, because I very often raise my thumb in photos. You could almost say that this has become a part of my personality. Therefore, I chose to literally use my thumb as a canvas. I plastered my thumb with plaster bandages and then poured in plaster. This I later painted white for a smoother, more uniform effect. Then I wrote character traits on it that fit me. They are only positive character traits because I thought that suited the thumb. Yet, I wanted to show that there are also negative sides to me, as there are to everyone. Therefore, I then repeated the process but with my middle finger. Here I wrote down the negative sides of myself. In the red by the thumb and the blue by the middle finger are the character traits that I think best describe my personality.

Marit Traas (14)
Willem van Oranje College



My piece is about trying to escape judgements from yourself and by others. People try to escape from them, but they are always there. In the third one you can see her realizing that they are still there. Just know that if you hide it does not go away.

Minke Treffers (15)
Willem van Oranje College



Nina Sleutjes (15)
Willem van Oranje College



I chose to make this artwork in blender even though I'm very new to it. I thought I could make my vision perfectly with it.

My artwork is inspired by the fact that I find the eye so beautiful, yet so mysterious. That's why the eyes are the most interesting part and why I left everything black except for the eye area. The stripe through the middle represents a divide in the real world and the game world for me as I have got two sides to those.

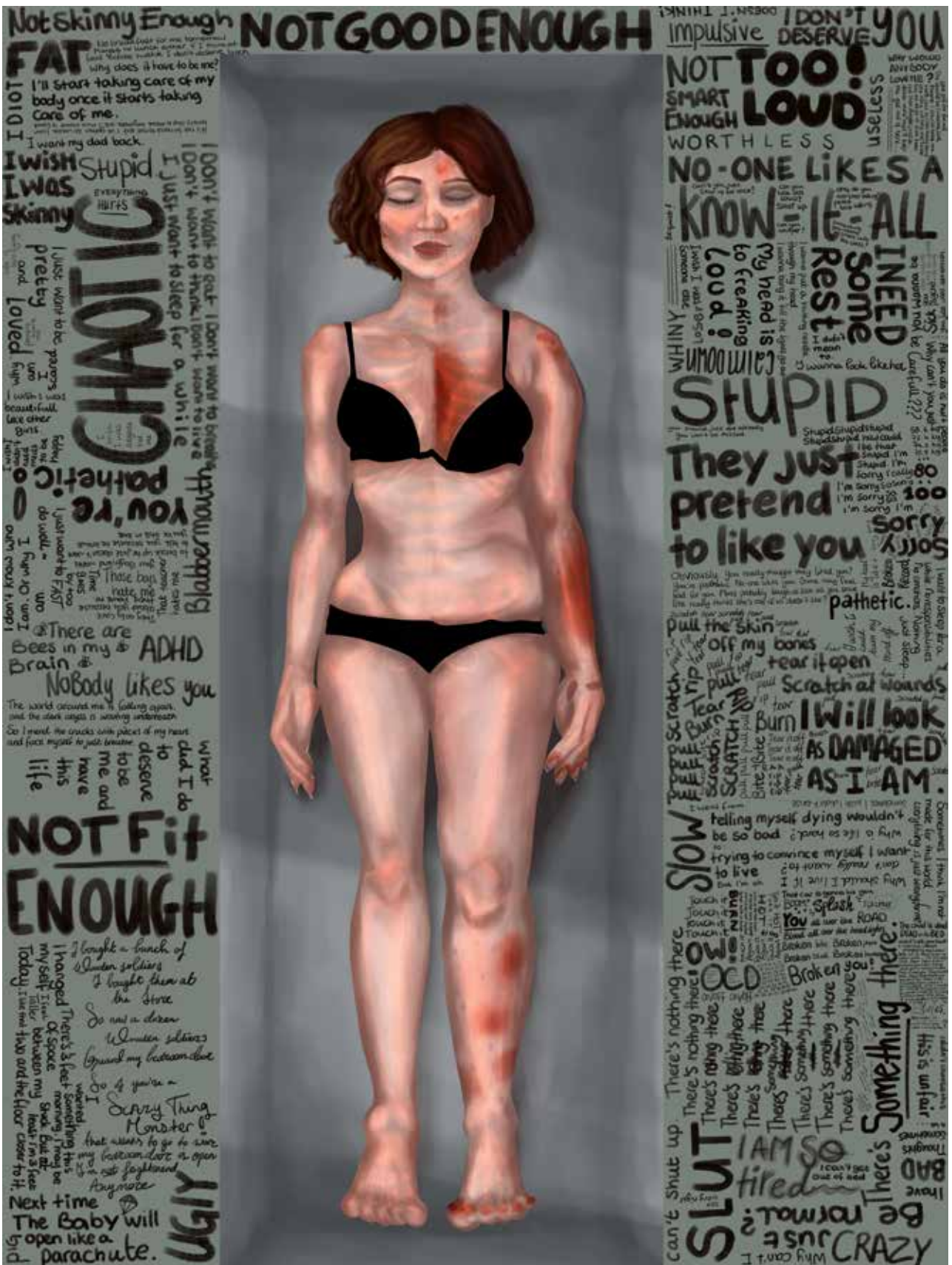
Olivir Böck (15)
Willem van Oranje College



Sil Gelens (16)
Willem van Oranje
College



Sophie van de Sande (15)
Willem van Oranje College



Ine de Visser (17)
Willem van Oranje College

Artworks by students from Ysgol Gyfun Gymraeg Plasmawr

Students:

Ella Burns & Esme Morgan

Seren Robinson

Jim Cane

Siriol Ap Rhys

Cerys Williams & Ceili Irwin

Edys Dimmick

Jake Edwards & Kai Destrack Gauci

Ana Wigley & Imogen Beard

Erin Davies & Isonbel Harding

Olivia Cleghorn & Teegan Mackay

Tiya Grug Thomas & Mared Williams-Love

Megan Powell

Elijah Brewer

Brandon Davies & Keith Humpreys

Ffion Cook & Jamie Aherne

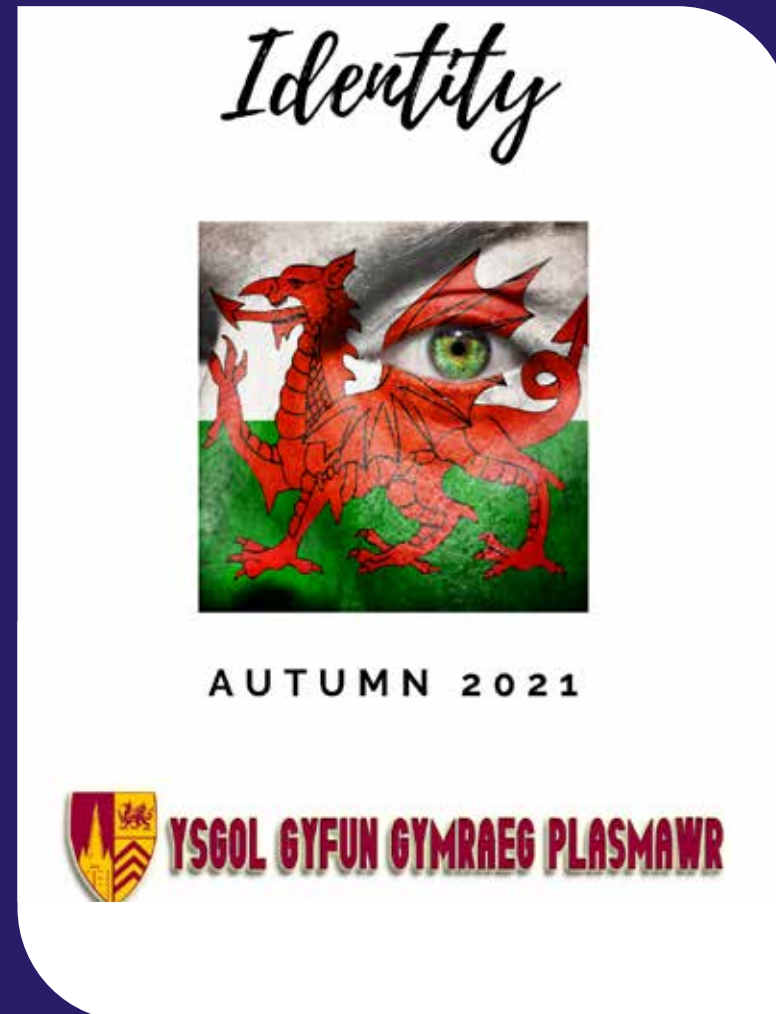
Bleddyn Harries, Evan Hobson & Owen Williams

Henry Hanham & Jobey Thomas

Cerys Franklin & Brecon Dolbear

Rose Jenkins & Seren Wynne Williams

Emma Akhurst



Whilst discussing patterns for our vase, we established that we wanted the artwork to be relevant to both Esme and I. The reason our vase includes floral patterns is because we both had neighbouring allotments when we were younger. We wanted the art to represent our childhood spent around nature, and so we used the technique of Grayson Perry and made sure that our vase included parts of our identity. We included daisies, because Esme has a sister called Daisy, we also painted Olive trees because of my sister Olive. This then represents the element of family as well as the similarity between us both. We took inspiration from traditional Chinese vases, and made the base colour blue with white illustrations. Some examples we looked at conveyed a story line or a portrait of historic architecture. We were inspired by this and therefore wanted to interpret this into our vase.

Esme Morgan and Ella Burns (14 and 15))
Ysgol Gyfun Gymraeg Plasmawr





I decided to create a vase with interesting handles but a fairly normal base to symbolise to even what appears to be average at first, often has beauty and depth to it as long as you look for it. Thinking of the same identity, I decided to paint a series of unconnected drawings onto my vase to show that all of the individual qualities and experiences that affect you are connected through your identity, which is symbolised by being connected through the vase. Some of the art is very literal, for instance a DNA strand because your DNA is what makes you human similarly the painting of the earth, flowers, mushrooms and sun show the world around us and symbolises how the place you live in forms of identity.

Next, I included things that have formed who I am recently, for example, the cats wearing face masks shows the effects of Covid and how many people were stuck at home was only their pets as company. More examples of this are things like the Ace of spades and the lightning bolt that show my love of music after iconic symbol such as David Bowie's famous look and Motörhead.

Lastly, the other drawings are slightly more ambiguous and surreal. For example, the fish shows that during these past years the world has changed but also my perspective has changed and so consequently symbolises looking at things in a new way. The other example is the clock which is falling apart showing that life is short and that you should live it to the fullest but also showing a political view on how we are running out of time to save the planet.

To conclude, bringing my idea back to the beginning, I used a minimal pallet of colours to help improve the aesthetic of the vase and to connect the disjointed images showing that they all related.

Seren Robinson (16)
Ysgol Gyfun Gymraeg Plasmawr



On the vase I started by painting a red base. I picked red because I love the warmth of the colour and the hint of green coincides with the colours of the Welsh flag also the colours green and red complement each other and I added some photos that represent most of my favourite things like Brooklin99, Friends and Hermitcraft I've also added some text including some lyrics from one of my favourite songs Elenore Rigby by the Beatles and some Dad jokes for a bit of comedy

Jim Cane (14)
Ysgol Gyfun Gymraeg Plasmawr



When I thought about things that represent me I was completely stumped on teacher appropriate things to say. So I thought about things other people had said. I'm not entirely sure if they're true or not, I'm not an objective judge myself. So I included a lot of things that others think represent me. The only thing they haven't said is "best artist" but I know one day in the future they will. But then again I've been called an egotistical narcissist.

Siriol Ap Rhys (14)
Ysgol Gyfun Gymraeg Plasmawr





Our vase has a lot of things going on, but it all symbolises a part of us. We have references to our favourite shows on there and most importantly our favourite songs/bands. Music is a big part of our lives and throughout the pandemic it became a coping mechanism and a way to motivate ourselves to do work and do simple things like get dressed and clean up. We wanted it to symbolise a collection of our personalities and other things that goes on in our in our lives and what kinda people we have become. And of course you may see some things that prepped have said to us that have broken us slightly, hence the cracks. Even if we move on from these interests in the future we will be able to look back at the people we used to be and see how much we've grown.

Cerys Williams and Ceilii Irwin (15)
Ysgol Gyfun Gymraeg Plasmawr



I chose the theme of circus for many reasons, one is the fact i regularly visited them as a child and i took part in circus type activities (gymnastics, unicycling, trapeze) Even now im interested in circus themed things even though i cant physically take part in the activities anymore. For example i have a collection of porcelin clowns and study the history of cirus's and their origins. Circuses are also a good representation of me as a person, the controlled chaos and bizzariness of it. The eyes represent my anxiety and fear of negative social interaction as well as my fear of being perceived. The curtains represents my need to be in the dark in a confined space, aswell as the fact the my curtains haven't opened in about a year. The clowns represents the fact that i try to be comedical and funny even with everything else going on, and that i try to make that my first impression.

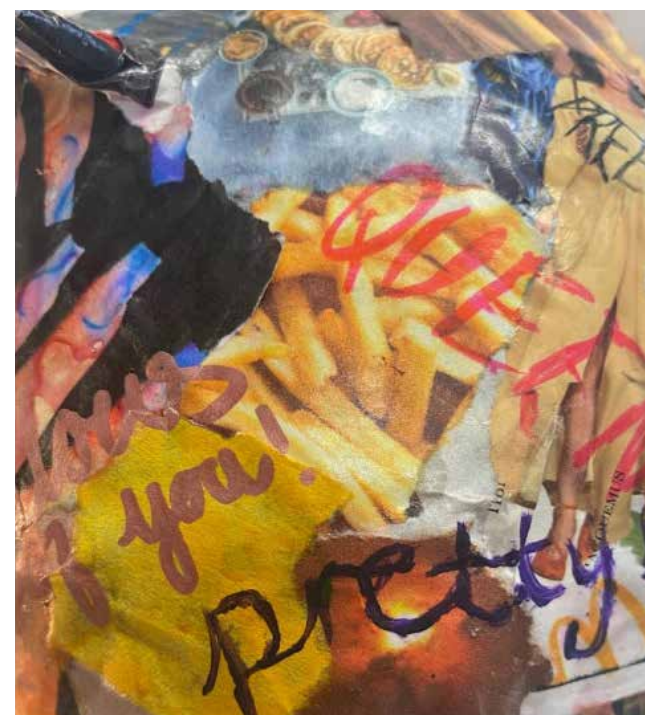
Edys Dimmick (14)
Ysgol Gyfun Gymraeg Plasmawr





The design we put on our vase represents our identity and our friendship. Through our lives, more prominently recently, comics and franchises such as Marvel and DC have had a huge effect on us. We have grown to love reading comics and watching the movies. Throughout the past year I (Jake) have drawn many DC and Marvel characters and I wanted to use some of these drawings to reflect my identity and hobbies and interests.

Jake Edwards and Kai Destrack Gauci
Ysgol Gyfun Gymraeg Plasmawr



Our vase represents our life and our favourite things as girly teenagers. I think that this vase also represents majority of young adults that want to grow up to be in the fashion and beauty industry. Our vase is filled with our aesthetic in colours and complimenting modern words. We have also hand drawn and painted our local mountain because it is our safe space and is home to us, it is where we go if we feel like we want a break and so it is a part of our identity.

Imogen Beard and Ana Wigley (14)
Ysgol Gyfun Gymraeg Plasmawr



We decided that instead of splitting our vase in two and having half each, we would combine our interests and make the design one piece. We painted the vase black because we enjoy going on late night walks and find things more peaceful in the dark and it makes the colours more effective. We decided to paint music notes and the Spotify logo because we both enjoy listening to music most of the time. We both also enjoy sleeping and watching series and movies on Netflix like shameless, pretty little liars and skins. The flowers and vines represent our love for taking pictures of nature and things we find interesting such as sunsets, flowers, blossom trees and funny looking houses. We decided to put butterflies on the vase because we find them pretty. Altogether the vase represents us and our favourite things. xx

Olivia Cleghorne and Teegan Mackay
(14)
Ysgol Gyfun Gymraeg Plasmawr



This vase represents my partner and I's personalities because we can sometimes be known as quite happy people. The colour that represent this is orange. Both our favourite colour is green so we decided to add the swirly lines of that colour and pictures of it to make a nice collage. The lines represent a map of our lives. After looking at Grayson Perry's self-portrait named 'Map of Days' we were inspired, so we decided to steal his idea and make streets. We discovered that brown went with green so we decided to add some lines of that and pictures to the vase. Not only did we add random pictures but we added some pictures of us and things we like. We also included some words appeal to us. For example CERDDORIAETH which means musicin Welsh and ANIFEILAIID which means animals in Welsh. We are not seen as vibrant people from a far but our personalities could be seen as the colour yellow, orange or pink. My partner and I's opinion on this vase is that it is very personalised and colourful and we hope you enjoy looking at it.

Erin Davies & Isobel Harding (15)
Ysgol Gyfun Gymraeg Plasmawr





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This vase represents me and my partners life and personality. There is a reason that everything is all in one mix it's because me and my partners lives are full of amazing happenings and all together it is one big mess of happiness and excitement. You can see that on this vase is everything that we love and care about most in life. It also includes what we enjoy doing in life such as roller skating , gaming, having fun with friends and so much more. We put a cetate on top which represents that our lives are safe and if you look at us the first thing you see isn't the memories because you can not see someone's past from the outside. On the other hand we used it because you can see some of our personalities and our favourite colours from the outside which in my opinion is very effective..

Tiya Grug Thomas and
Mared Williams-Love (15)
Ysgol Gyfun Gymraeg Plasmawr



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The vase was a perfect opportunity to express my creative ability, and environmental impacts on me as an individual and also demonstrates the comforting passionate things that are a part of my everyday life. I did portraits in order to show the stress school has on me, as well as the way school and Covid has impacted the school community, like exhaustion, stress and tiredness. However, I used images and drawings of trees and cats as a reminder of the beautiful things, and the comforting things that bring me peace every day.

Megan Powell
Ysgol Gyfun Gymraeg Plasmawr





For my vase I have decided to use a blue colour pallet because it is essentially my favourite colour and nearly every bit of clothing I own is blue. Also, the waves on the front are to represent my love for the ocean. I love going to the beach with my family and go surfing or paddleboarding with my Dad and brothers and that leads to the mouth of the vase where there is a picture of myself with my brothers. When I'm at home spending time with my brothers is basically the only thing I enjoy, because I'm not a fan of hanging out with friends in town or something like that. I also have pictures of my only pets, chickens. They really mean a lot to me and my mum even calls me a chicken whisperer.

Elijah Brewer (14)
Ysgol Gyfun Gymraeg Plasmawr



This vase represents us, me and my partner. The blue side is mine, the colours represent my love of nature. The green lines represent vines. The words on the vines are what others used to describe me. The yellow side represents my partner, the black lines are wires symbolising his love of technology. The words floating around are what others have described him as. The art on the blue side is my speciality, clothes without the wearer. We believe that this vase represents us both in unison. It is colourful, it is ours and unique. Last but not least, the rose on the top has not yet bloomed is a representation of how we are still discovering more of ourselves every day.

Keith Humphreys & Brandon Davies (16)
Ysgol Gyfun Gymraeg Plasmawr





For this vase I collaborated with my friend, we decided to do half and half to make it fair, we like similar things like time and space, I prefer space though so I'll be talking about my side with space with the space Bees. Before I start I gotta say the bees looked cuter on paper. This side of the vase is my identity, well some of it, I can't fit it all on the vase. I did the background as space because that's my biggest interest at the moment and so are bees so I had to add them in and I thought it'd be cute if they wore space suits so I did that. I really did not like doing the stars because I had to do it by hand and it was really fiddly and my hands were shakey that day too. I wrote some words about me and what I like, put a symbol to show that I'm a girl, I am bisexual but I prefer women I'm and ISTP-T I have an Introverted, observant, thinking and prospecting personality, I like Gorillaz (the band), Marvel and Doctor Who and at the bottom of the vase I put 'Your mum' as a joke. Thank you for reading!

Jamie Aherne (15)
Ysgol Gyfun Gymraeg Plasmawr



To make the vase, we had to blow up the balloons. Since the rest of the class were considering using large balloons we decided to make a smaller, rounder vase. Its mouth was cut and folded to resemble a jug one would pour milk into tea with. After sketching ideas, we agreed to separate the vase into two halves and to have the sides fade into each other. Inspiration was taken from old photographs of the 1860's-1870's, which had an iconic sepia tone. The tree's branches support clock faces, which represents my interests (and unfortunate obsession) with time, countering my classmate's fascination with space and Dr Who. Also supported by branches of the tree is the tarot card "The Hanged One". Not only does the card portray a tree, but I also enjoy the symbolism behind tarot cards. Suits of a deck of cards are painted on the vase since I have spent several hours of breaks between lessons playing card games with friends.

Ffion Cook (15)
Ysgol Gyfun Gymraeg Plasmawr



We've thought long and hard about how we can represent ourselves through this artwork, eventually we decided to split the vase into three separate sides, with each side representing a different aspect of our personalities and passions. In addition to this we decided to draw one side of the vase as the map of our Canton as it shares a special place in each of our hearts. Our second decisions was to draw many aspects of the world of football as well as Wales and it's success in the sport, we as a group all thought this was a good idea as each and everyone one of us share interest in football and especially Wales. For our final side of the vase we decided to draw the countless subjects that all of us have to endure in high school which includes subjects such as Maths, Science, English, Welsh and many more, this shares a big role within our identity especially as a teenager.

Bleddyn Harries, Evan Hobson & Owen Williams
Ysgol Gyfun Gymraeg Plasmawr



With our vase we wanted to show our different personality with pictures of what we like. On the first side we have illustrated a dragon because it shows one of our interests. We used a white pencil and paint to get this shape and colour. This shows our interests ; Dragons and drawing. Jobey chose a Dragon because he likes Dragons and the variety of different ways they're depicted. On the other side we depicted planets because I (Henry) like space and everything we can see from space. I like to know that there is more to see than this world so I thought space would be a good way to show my interests and personality.

Henry Hanham & Jobey Thomas (15)
Ysgol Gyfun Gymraeg Plasmawr



We chose to do something a little bit different and something you wouldn't necessarily see on a vase. By making our vase catch an eye by being different we hoped to be able to get our message across, that even though people may look fine it doesn't always mean that they are. Each word describes how easy it is to hide feelings and that sometimes it needs to be let out. Hopefully by creating this vase we can get our message across in a creative yet effective way to draw people's attention to the matter.

We also chose to add flowers to our vase to represent the "look" of happiness and to use the flowers as a way of showing that even though we may look fine it doesn't always mean that we are. I think that the contrast between the joy that yellow brings to the flowers being marked by black paint expresses the message we wanted to convey as our identity.

Cerys Franklin and Brecon Dolbea (15 and 14)
Ysgol Gyfun Gymraeg Plasmawr





I find my vase to be very strong on my identity and likings. Obviously from the outside view of the eye it is just covered with flowers, trees, wilderness and vines. Yes, of course they're there because I like the pretty flowers and wilderness but to me, the large magical tree represents my personality and how I will always be growing, maturing and becoming wiser, and the vines and roots to be bad happenings within my life but being able to leave them behind or bury beneath the ground, to forget, but will always be there. The flowers represent on how I will always be blooming to release my happy, vibrant, colourful, extroverted personality. The wilderness brings me happiness as a release from the negative world, people and the negative effects from social media.

Rose Jenkins

My side of the vase represents my love and kindness towards my family and friends which will never die. The musical symbols are showing my passion towards making music and listening to it whenever I feel down, for my playlists being full of emotions like, pop, sad and upgoing music. The books and words symbolize my love for reading and lengthening my vocabulary with words, in fact the book I am reading now is "The decent of man" by Grayson Perry himself! The bones and pet-like objects are for my French bulldog, Bear. The image of a heart with beats coming out of it is a sign that I like to go for walks or do some exercise when I'm bored or when I'm feeling down so that I can get my mind off things.

Seren Wynne Williams (15)
Ysgol Gyfun Gymraeg Plasmawr



I've chosen to make the ocean my design for my vase because growing up I always loved the ocean and any form of swimming such as in a public pool, on the beach or holidays abroad. I love this because the water always made me feel free, joyful and calm. On the vase there are a variety of words and things that represent what I love such as family, art, animals, gaming and many more.

Emma Akhurst (15)
Ysgol Gyfun Gymraeg Plasmawr



Artworks by students from Lentiz Revis College

Students:

Yara Fahry
Vera Gordijn
Joy Diana Soeltaansingh
Marijn van der Steen
Krista Taurina
Jet Boot
Celisha Wong
Constance Lee
Fleur Dusoswa
Melissa Beijert
Jools Verhoef
Pien Huisman

Nynke
Anne Roeleven
Chioma van Aken
Evelien Keuzenkamp
Jasmijn Willemse
Isa Fredrikze
Ivan la Torre
Knight Pooja Ganpat
Joni Boudesteijn



Yara Fahry (16)
Lentiz Revislyceum

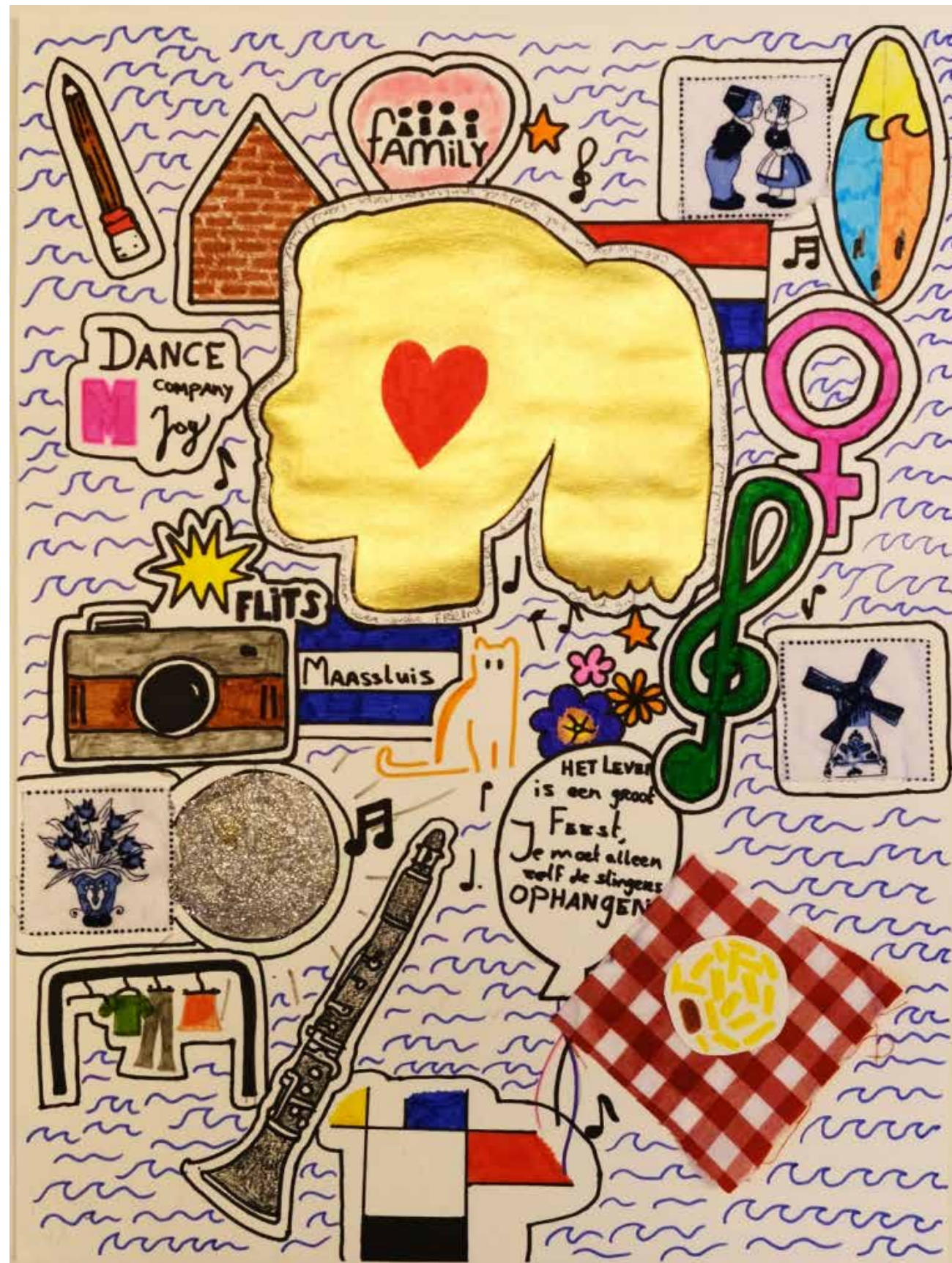


Vera Gordijn ♥

Vera Gordijn (15)
Lentiz Revislyceum



Joy Soeltaansingh (15)
Lentiz Revislyceum

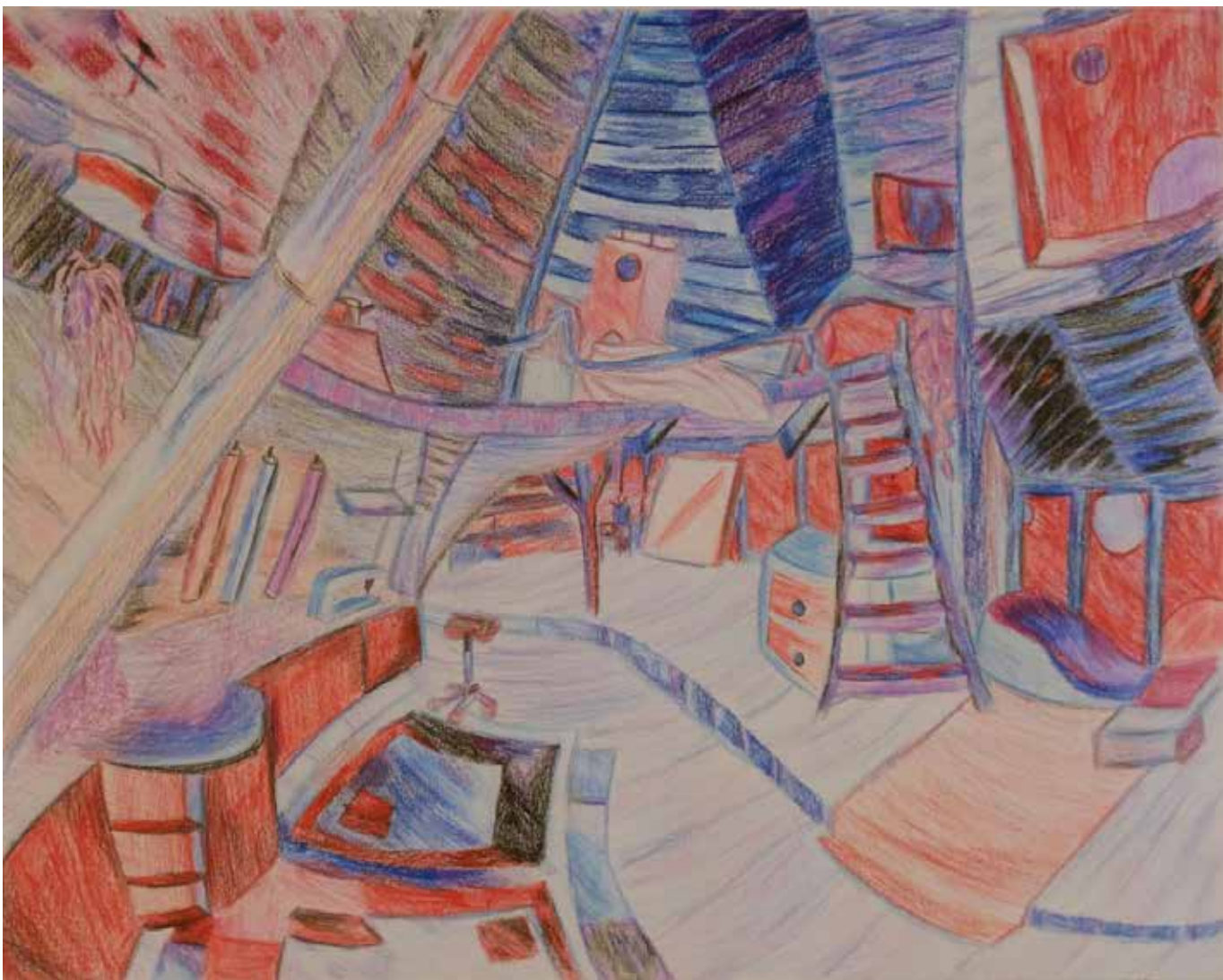


Marijn van der Steen (16)
Lentiz Revislyceum



The pictures on this object are from the childhood of Krista. The flag is from Latvia, where her roots are.

Krista Taurina (15)
Lentiz Revislyceum



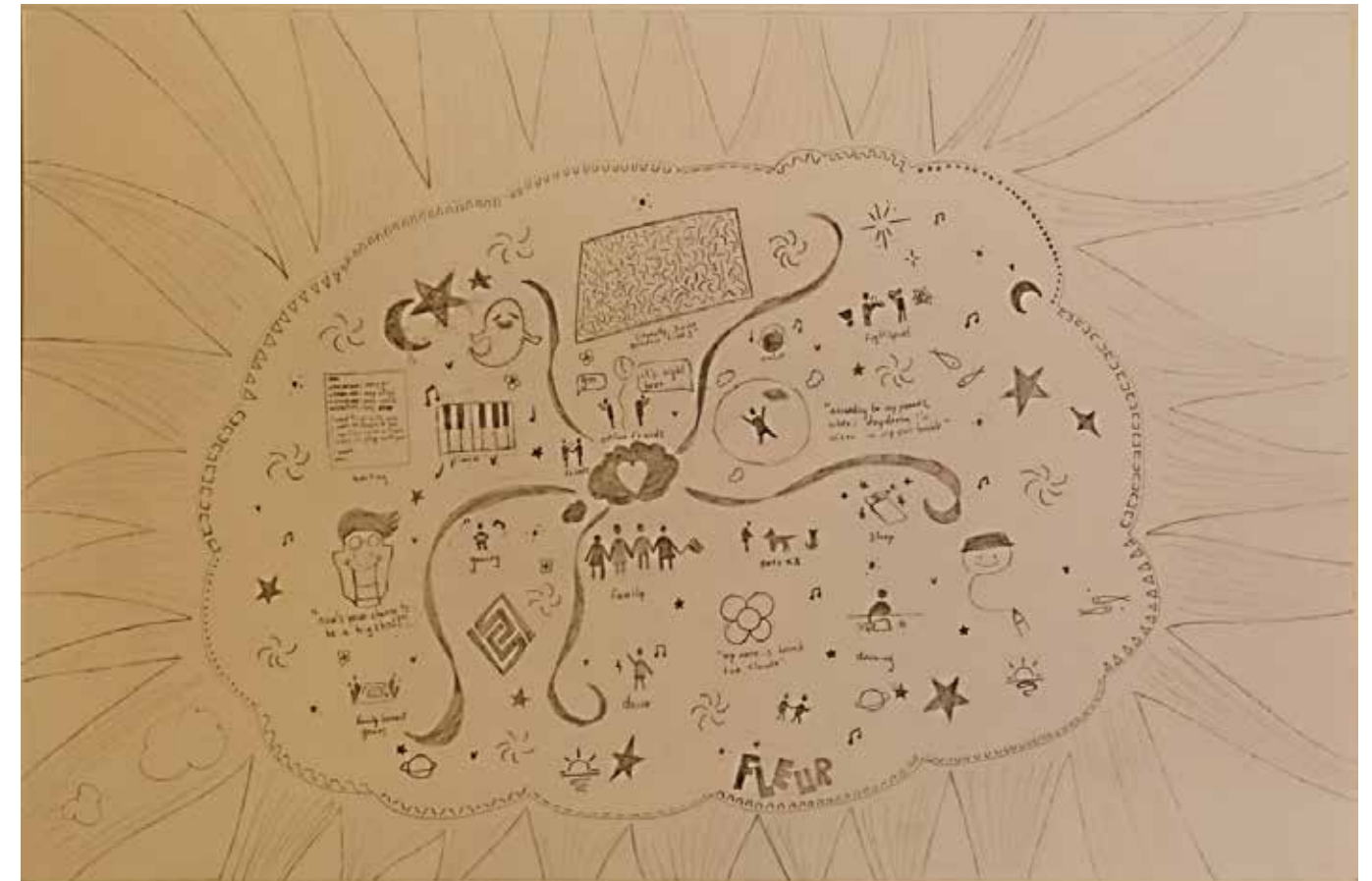
Jet Boot (15)
Lentiz Reviuslyceum



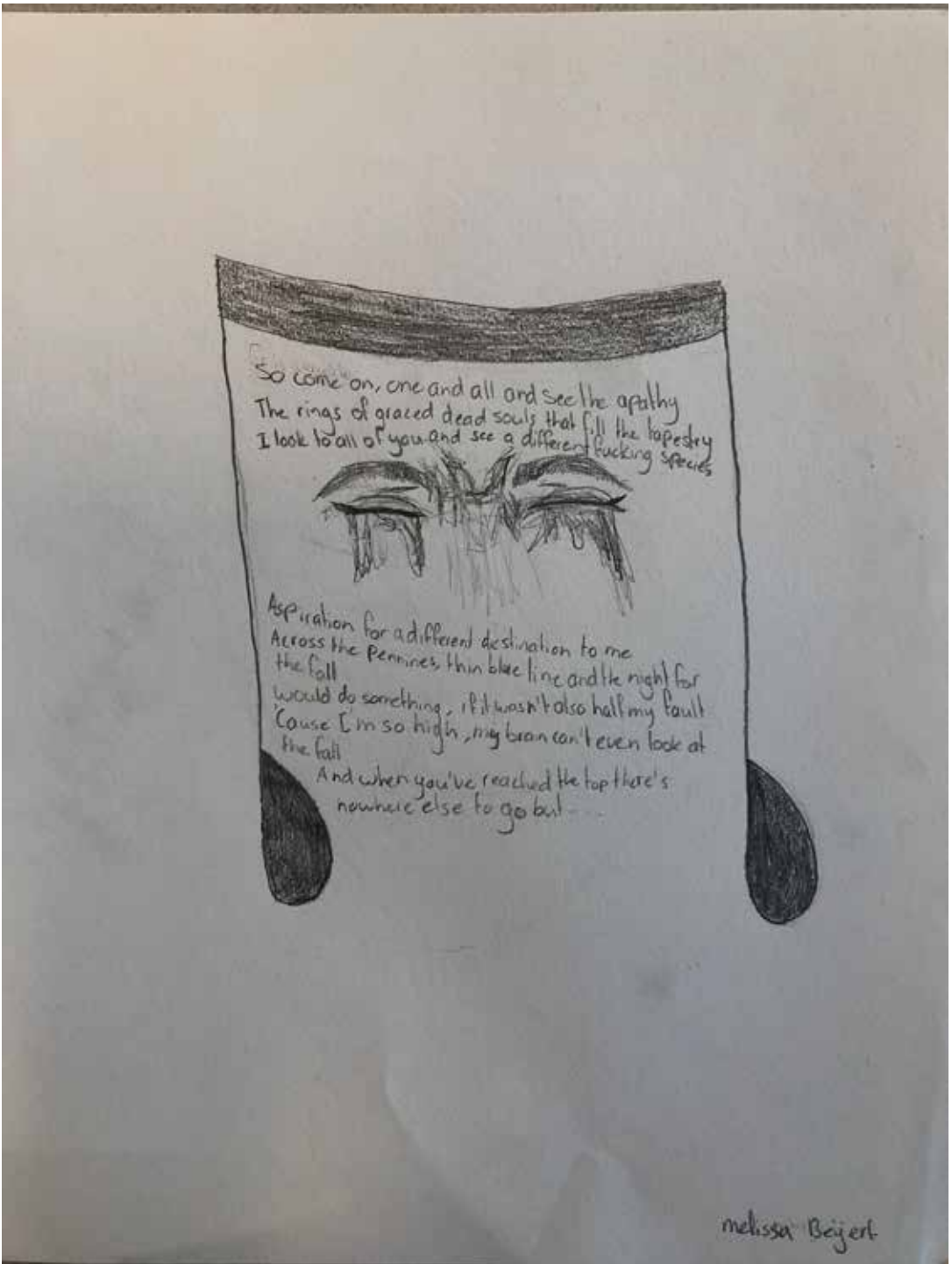
Celisha Wong (15)
Lentiz Reviuslyceum



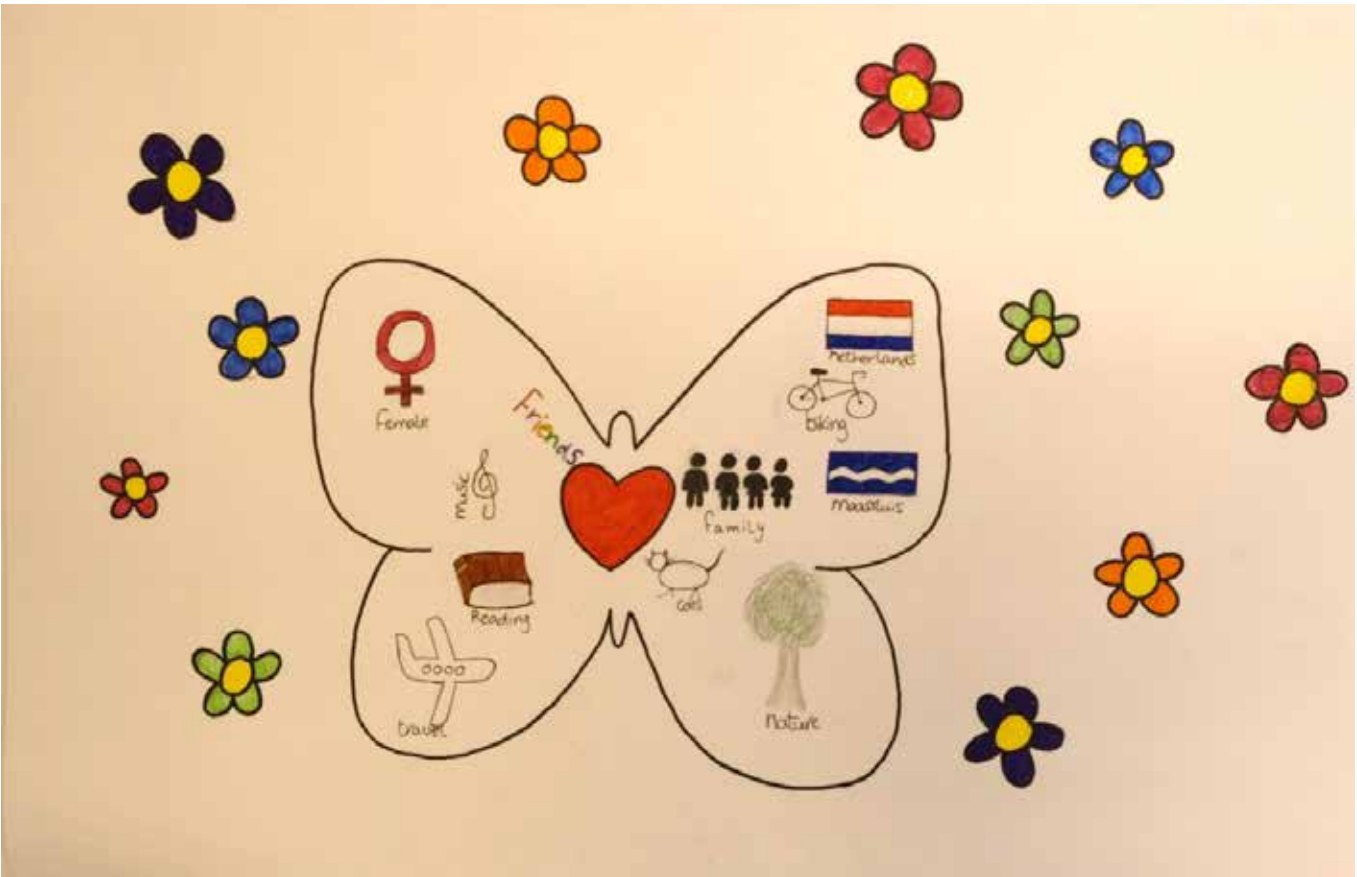
Constance Lee (15)
Lentiz Reviuslyceum



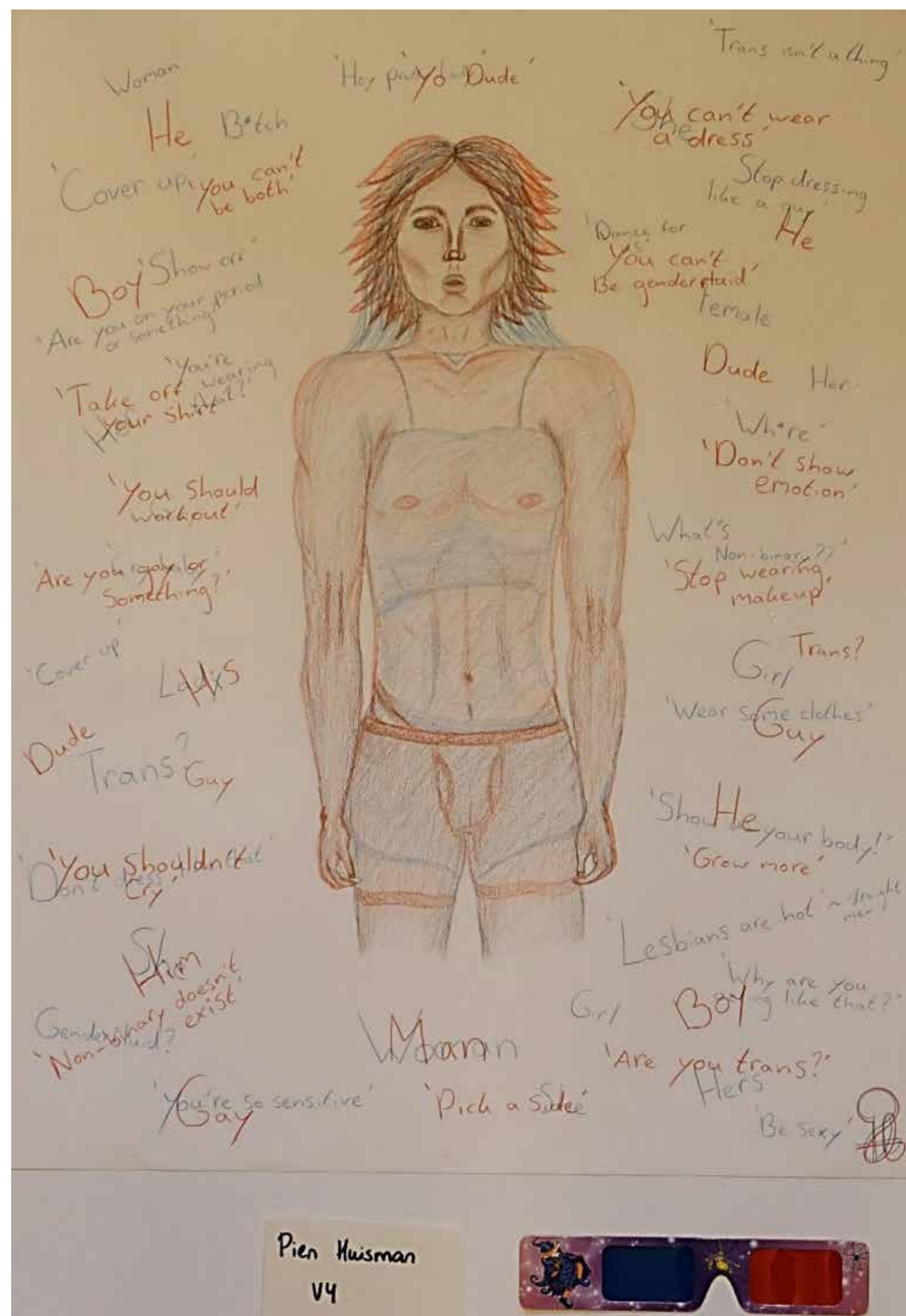
Fleur Dusoswa (15)
Lentiz Reviuslyceum



—
Melissa Beijert (15)
Lentiz Revislyceum



—
Jools Verhoef (15)
Lentiz Revislyceum



In this work you can see two artpieces in one. If you look through the blue glasses you see a drawing of a girl with things girls get thrown at their hats when they are different compared to the "normal" girls. If you look through the red glasses you see a drawing of a boy with around him things that are said when he is not the "male" he supposed to be according to the average standards.

Pien Huisman (15)
Lentiz Revislyceum



Nynke (16)
Lentiz Revislyceum



Anne Roeleven (15)
Lentiz Revislyceum



Chioma van Aken (16)
Lentiz Revislyceum

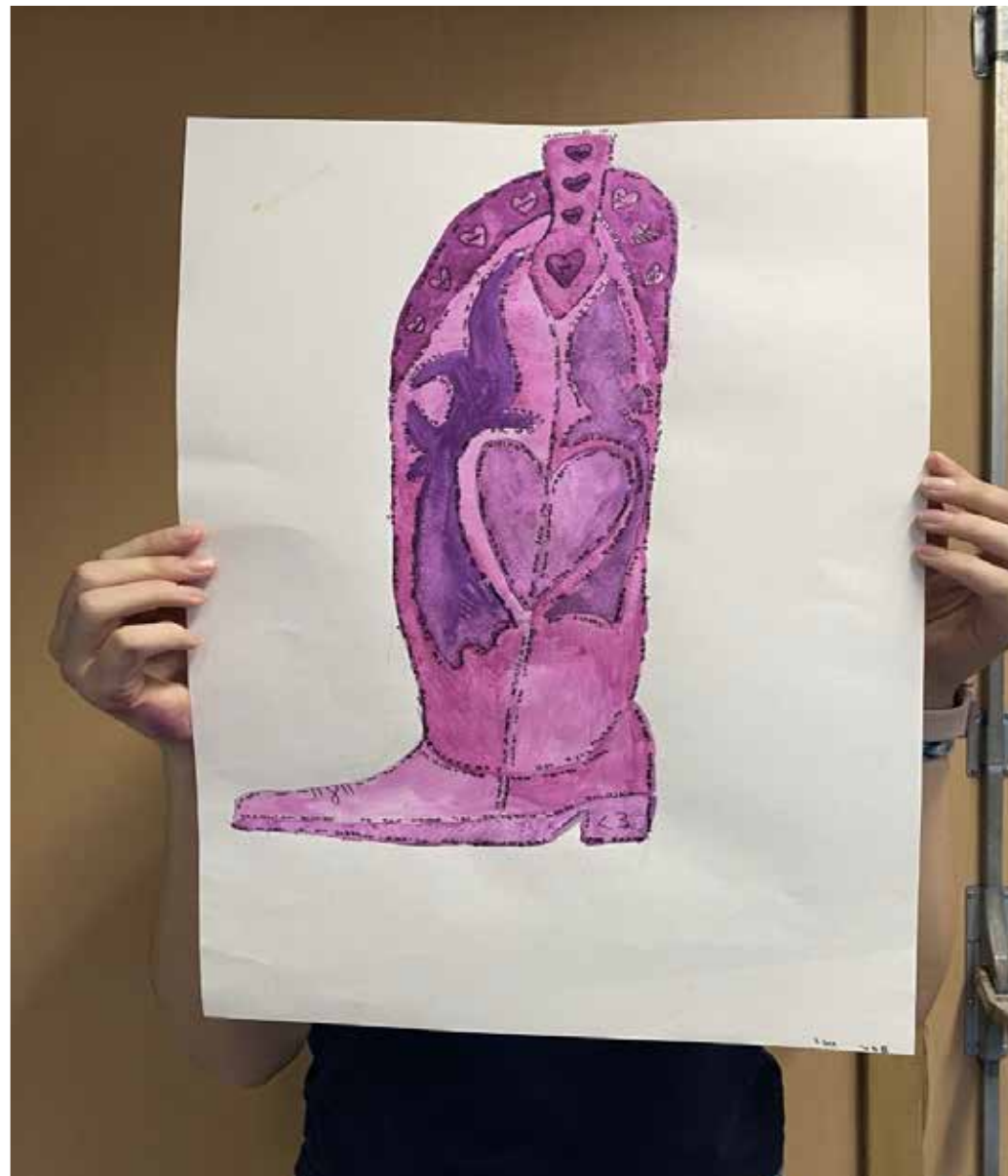


Evelien Keuzenkamp
Lentiz Revislyceum

Loves her cat
likes to work digital

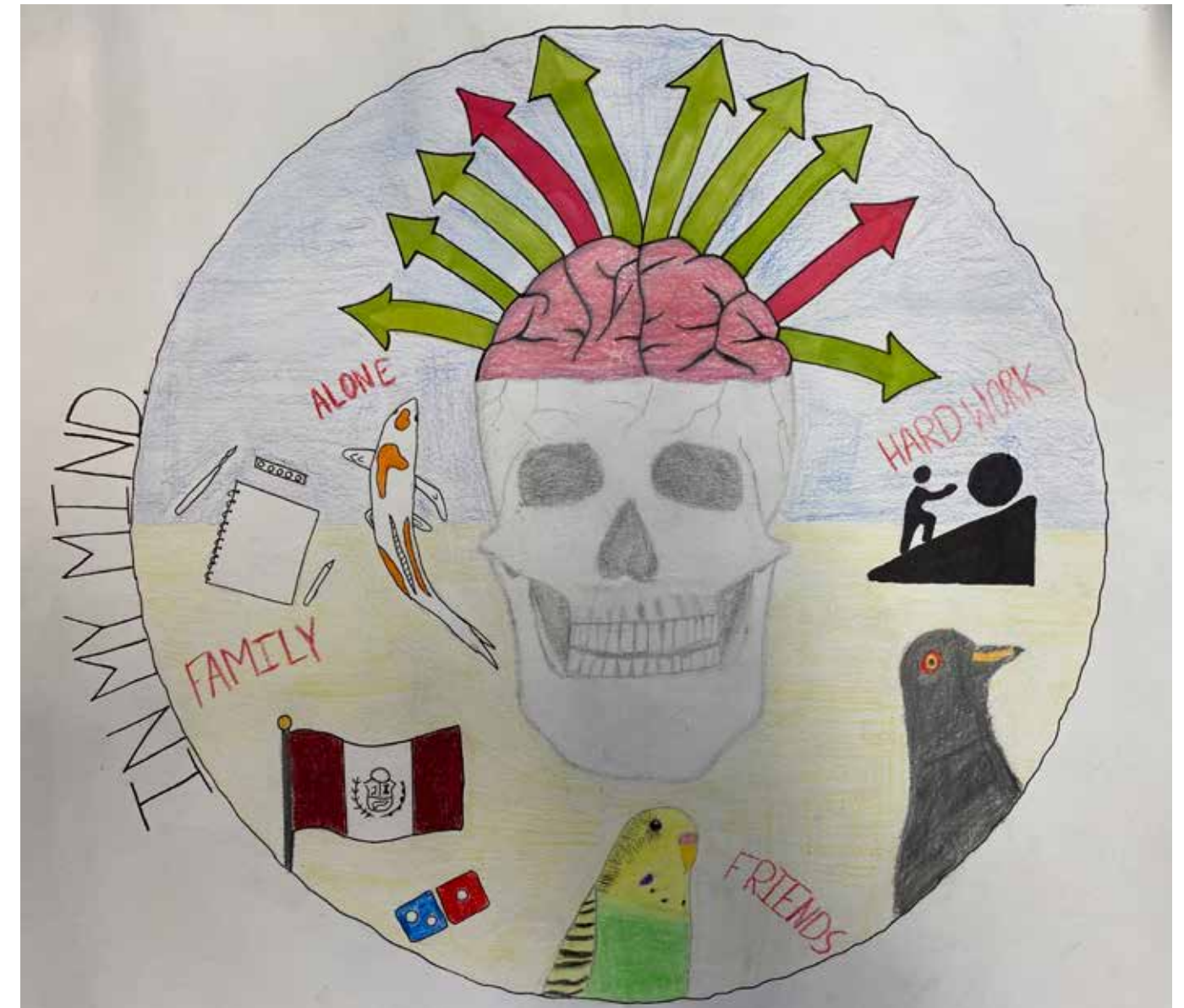


Jasmijn Willemse
Lentiz Revislyceum



Isa Fredrikze
Lentiz Revislyceum

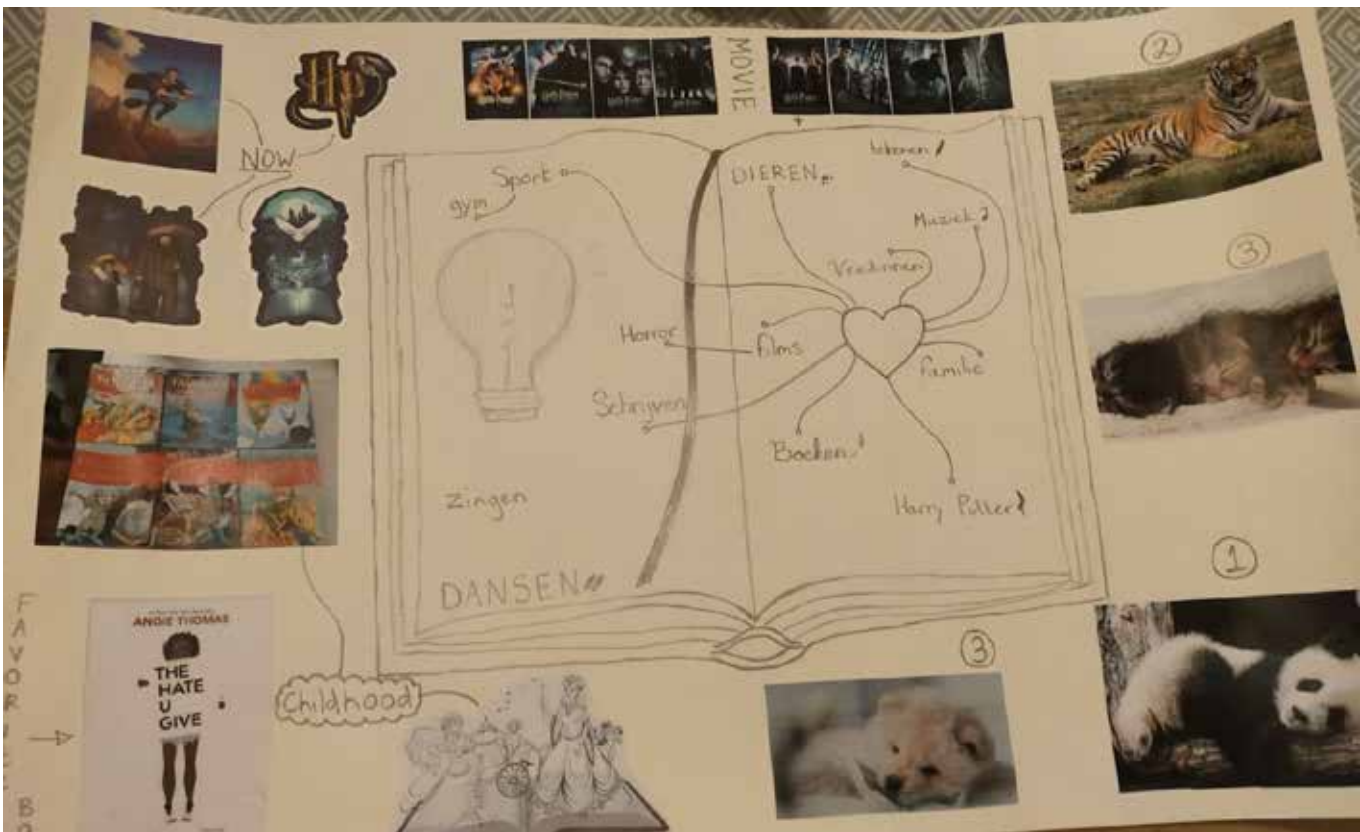
Loves her boots &
flat turtles



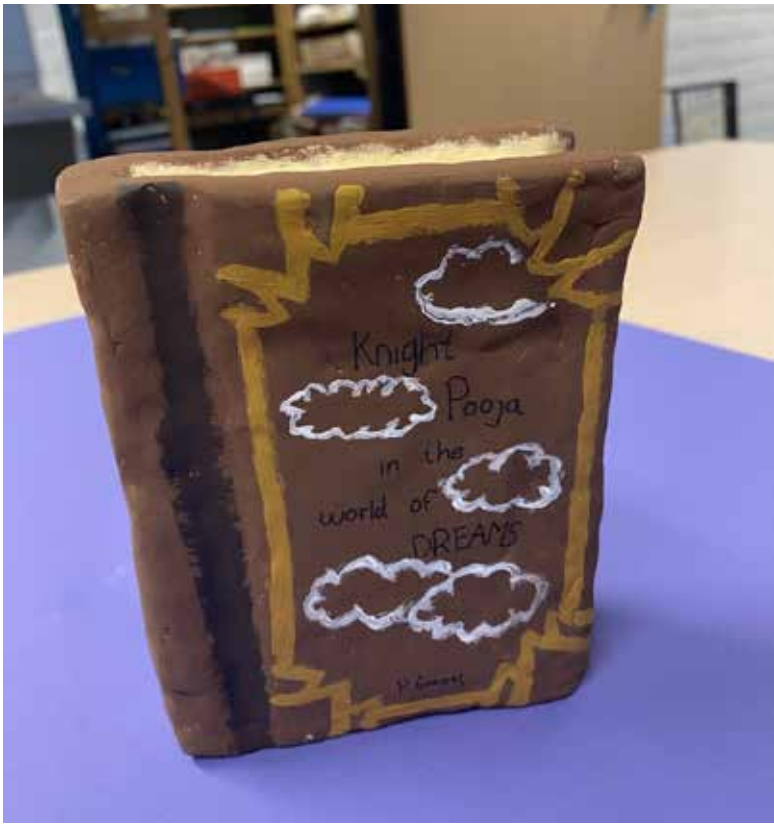
Ivan La Torre
Lentiz Revislyceum

Feels like a fish





Joni Boudesteijn
Lentiz Revislyceum



Knight Pooja Ganpat
Lentiz Revislyceum

Artworks by students from Wellington School

Students:

Mhairi Chalmers

Amy Cecchini

Heather Houghton

Elouisa Cairns

Felicity Kerr

Emily Browne

Dean Murray

Holly Bradfield

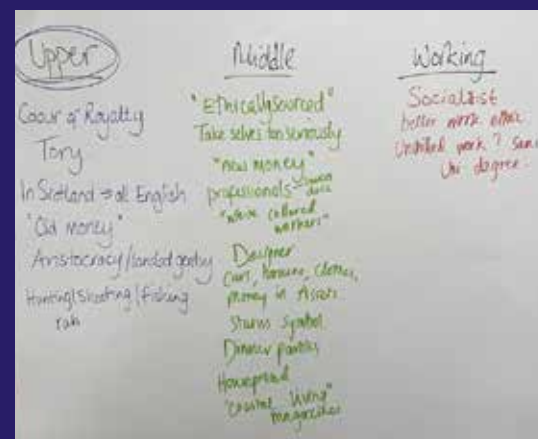
Ella Snowden

6th year pupils at Wellington School in Scotland created a collaborative piece. They smashed an ordinary garden pot, each selecting a piece from the broken pot to create an individual identity self portrait. The broken pieces were then carefully glued back together to create a combined identity.

Inside the pot, across the cracks, words are glued on like paper stitches.

They were inspired by how Grayson Perry describes himself on Twitter:

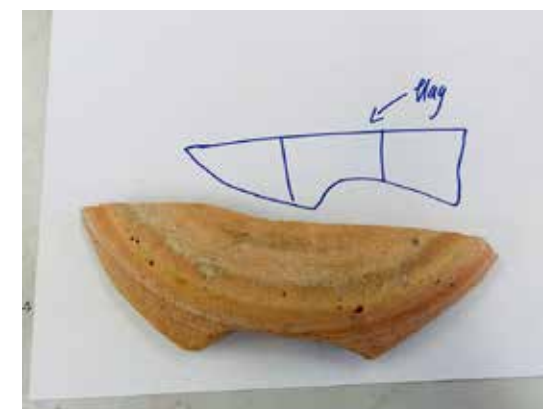
'Artist, broadcaster, transvestite, lecturer, worshipper of teddy bears, telly addict, likes being on two wheels.'





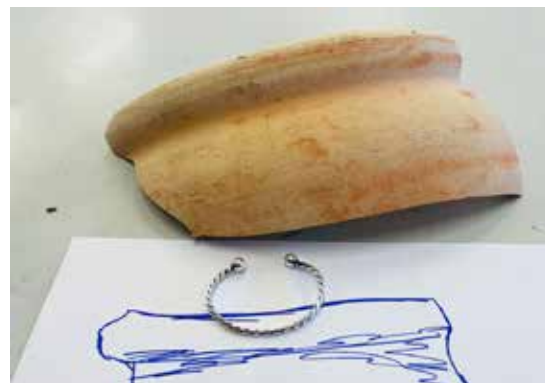
My piece was inspired by my child interests in comparison to my hobbies and interests now, this has allowed me to see how I have changed as a person.

Mhairi Chalmers (16)
Wellington School



My piece is a form of my identity as my family is from Italy. The cross and the Catholic church represent my religion.

Amy Cecchini (17)
Wellington School



Uncertain. Always cold. Unable to pass a driving test. Oddly brave at times. Linguist. Fan of Basquiat. Dramatic.

My piece depicts the anxiety of picking a career, particularly a niche one (such as what I have chosen) and how its repercussions may affect me. I wanted to depict the safety and reassurance of now, in the books, the blue and purple of the bottom right showing the coastline I'm from. This leads into the tempest,

the uncertain nature of the future. The heather flower bush showing my origins leading into the wild waves.

Heather Houghton (17)
Wellington School



My piece was inspired by things that matter most to me - the centre of it being a picture of Kenilworth castle, which when I was younger I used to drive by every day on the way to school. My section also includes a picture of a christening present which is very important to me, my star sign constellation, a line from my favourite movie and a lyric from a song that my mum would sing a lot when I was much younger.

Elouisa Cairns (17)
Wellington School



My piece is a representation of the style of my own artwork and jewellery that I design. Precision and detail is an important concept that is involved in the creation of my own jewellery, the definitive placement of the roses and draping pearls is a reflection of this.

Felicity Kerr (17)
Wellington School



My piece was inspired by a Caribbean Carnival since it's a big part of my culture. My Dad is from a small island called Nevis and I wanted to include that part of me into this project.

Emily Browne (16)
Wellington School



My piece reflects my enjoyment of sport and my childhood spent living in the countryside.

Dean Murray (17)
Wellington School



Dark background and candle to mimic stereotypical image of faith and light in the darkness. Stained glass window from Mount Stuart House chapel on The Isle of Bute a religious place of worship significant to my family that can still be enjoyed by an atheist. Red string of fate - Japanese myth about people who are destined to meet. The string may knot and tangle, but it will never break. Polystyrene print of nature- leaves, intricate patterns and amber for changing seasons, states of impermanence.

Holly Longman-Bradfield (17)

Wellington School



My piece of the pot represents where I am from (England), where I live (Scotland) and where I am going (University).

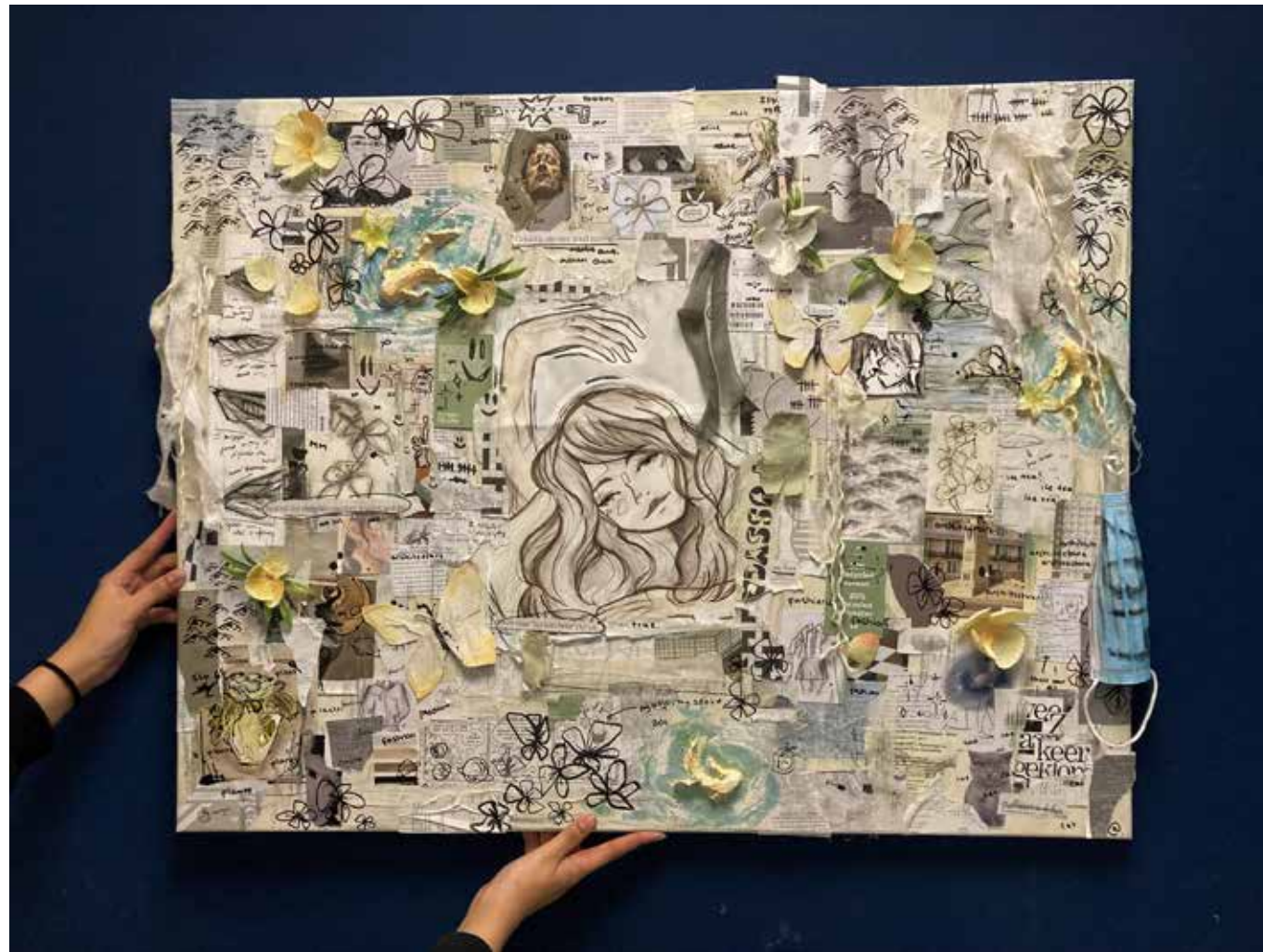
Ella Snowden (17)
Wellington School

Artworks by students from Pius Canisius

Students:

Alexandra Messakat
Anne Koopman
Caecilia Simonis
Dante Meen
Elin van Midden
Hieke Niemeyer
Iris Sanders
Laylas Abdallah
Sem van Borssum Waalkes
Tess Bolscher
Tess Wienk





Alexandra Messakat (15)
Pius Canisius



For this project I customized a totebag. Totebags are my favorite kind of bags so that's why I chose that. I decided to put my positive and negative sides on both sides of the bag. There are personality traits, hobbies and interests on the bag. On the positive side are words like creative, honest, social and open minded. I also put chaotic on my positive side because I like my chaotic side. I made some clothing hangers that stand for my interest in fashion. On my negative side are words like lazy, clumsy and impulsive, the spiderweb stands for complicated. I liked to make the chains of beads because they made the work more chaotic and messy which fits my personality. Most of personality traits are ones that my friends told me to put on the bag which makes the bag even more personal. I really liked working on this project and I'm happy with the result.

Anne Koopmans (16)
Pius Canisius





The artwork consists five books with my worlds of interests created in it. In one of the books there is a studio which refers to my hobby; drawing. In another book you end up in a forest with a map of Europe on a tree trunk that refers to travel. There is also a book with the winter season, this is because winter is my favorite season. There is also a book with the theme of windsurfing and reading.

Caecilia Simonis (15)
Pius Canisius



Dante Meen 16)
Pius Canisius



At first glance this drawing looks like a normal room, but if you look closely you will see that almost everything is something that describes my personality. It is literally and figuratively my room.

Elin van Midden (14)
Pius Canisius



This skateboard is a reflection of me. In addition to all the great events and experiences, there are also unpleasant experiences. People often don't show this, but everyone has them. With me one of those unpleasant experiences is my insecurity. Expressing my insecurity should not be a weakness but should be portrayed as a strength. I'm finally strong enough to express all my insecurities and that's why I chose this as a topic. The girl on the skateboard is a reflection of me and my insecurities. Always trying to be beautiful and happy but on the inside very insecure and sad about everything. I took every negative comment with me in my heart. But I never showed it, but now I see that it is not a weakness but a strength, to express how I feel and how I experienced my insecurity. This is also reflected in the skateboard. All comments, thoughts, insecurities and feelings. Then I also tried to change myself as much as possible to be good enough for myself, but now I see that I am good the way I am. And I am also proud of this uncertainty and I expressed that on my own skateboard.

Hieke Niemeyer (15)
Pius Canisius





Iris Sanders 16)
Pius Canisius



I made this art piece to showcase my feelings. Normally, the only one knowing how I feel, is me. This gives everyone an idea of who I am and what I like.

Laylas Abdallah (14)
Pius Canisius



Sem van Borssum Waalkes (17)
Pius Canisius



Tess Bolscher (16)
Pius Canisius





I made this project because it basically reflects the things I love and it reflects myself.

Tess Wienk (14)
Pius Canisius

Abbie Chambers

Amy Lewis

Brook Scott

Cheyenne Morton

Ellie Boyd

Ellie Getty

Kenny Nicholl

Larah Lima

Leagh Hughes

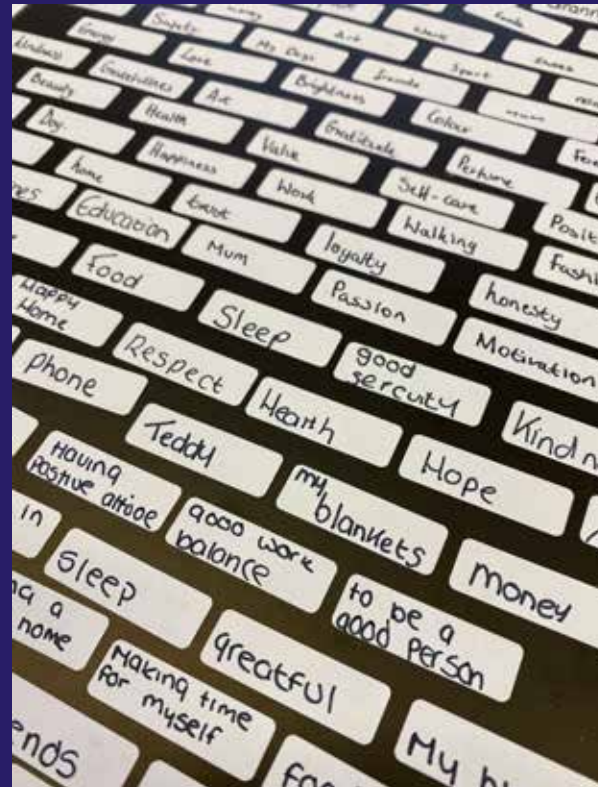
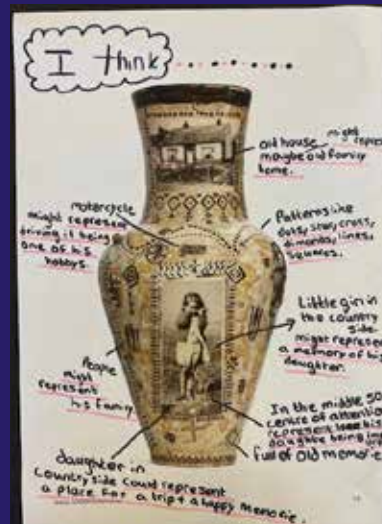
Melanie Beattie

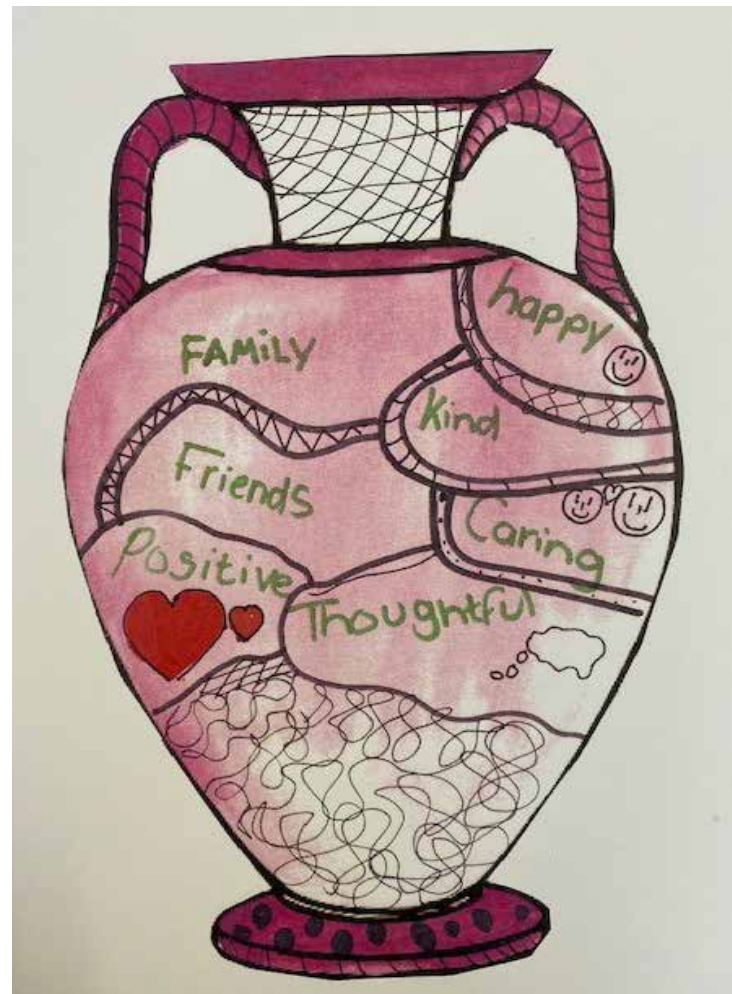
Milana Klenickaja

Nikita McGregor

Suzannah Boyd

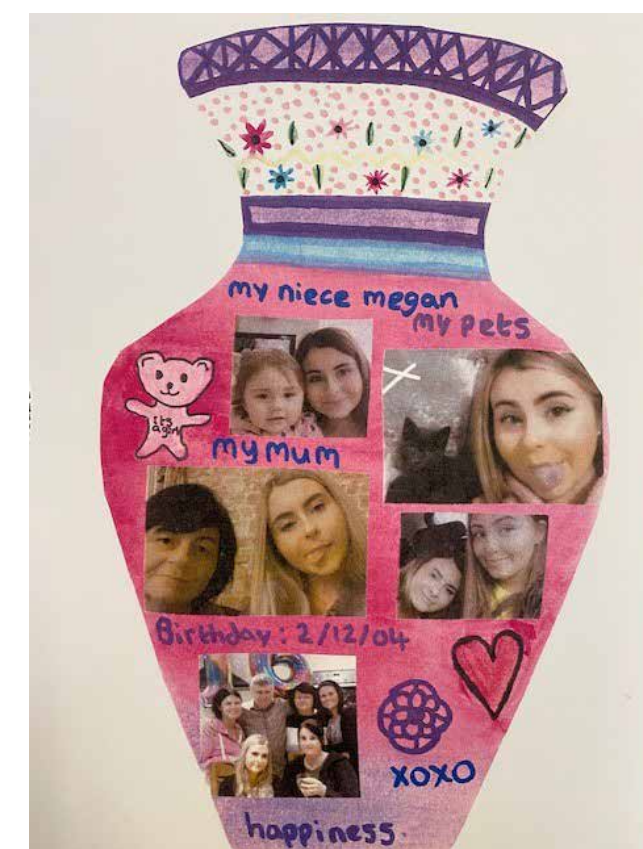
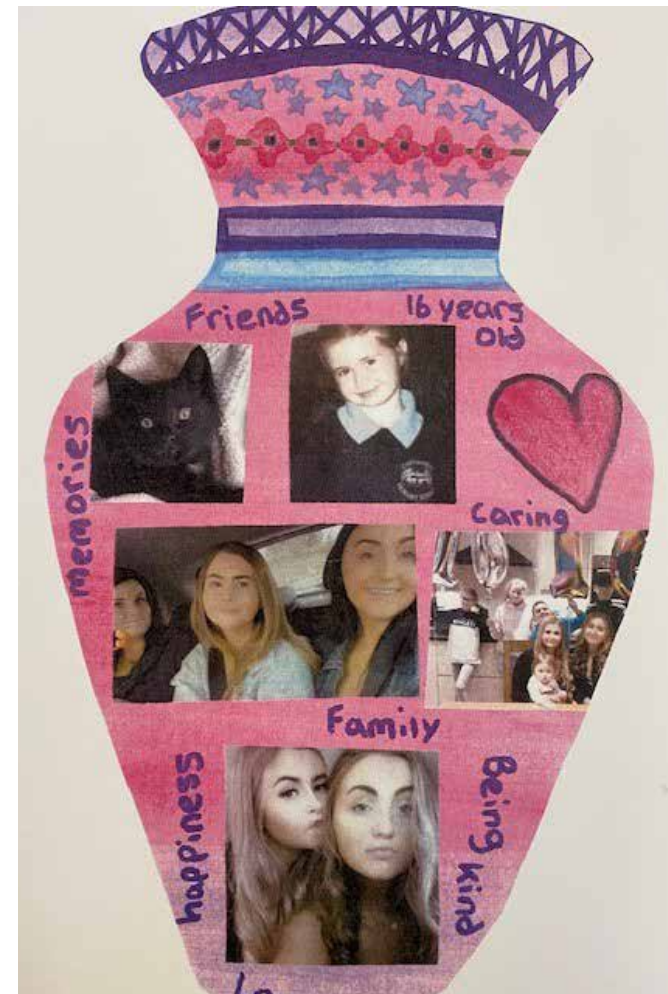
Tiffany Christie





I added in a background colour that I like and drew a blanket because it is one of my favourite things.

Abbie Chambers (14)
Cullybackey College



My vase is purple and pink which is full of my family and pets. I put these on my vase beside two red hearts because these people are all closest to my heart. I also have a drawing of my pick teddy as this was my first teddy when I was born.

Amy Lewis (17)
Cullybackey College



My vase figure included a range of things that make me me. The vase is filled with bright, bold colours, flowers, checker reds and paw prints. These all illustrate things I like. It includes cats and motocross bikes which are my favourite things.

—
Brook Scott (16)
Cullybackey College



I mostly included things I like such as Nintendo, Pokemon, Five Nights and Freddy's, Jojo's Bizarre Adventure etc and I coloured in some areas to not make it look so empty.

—
Cheyenne Morton (17)
Cullybackey College



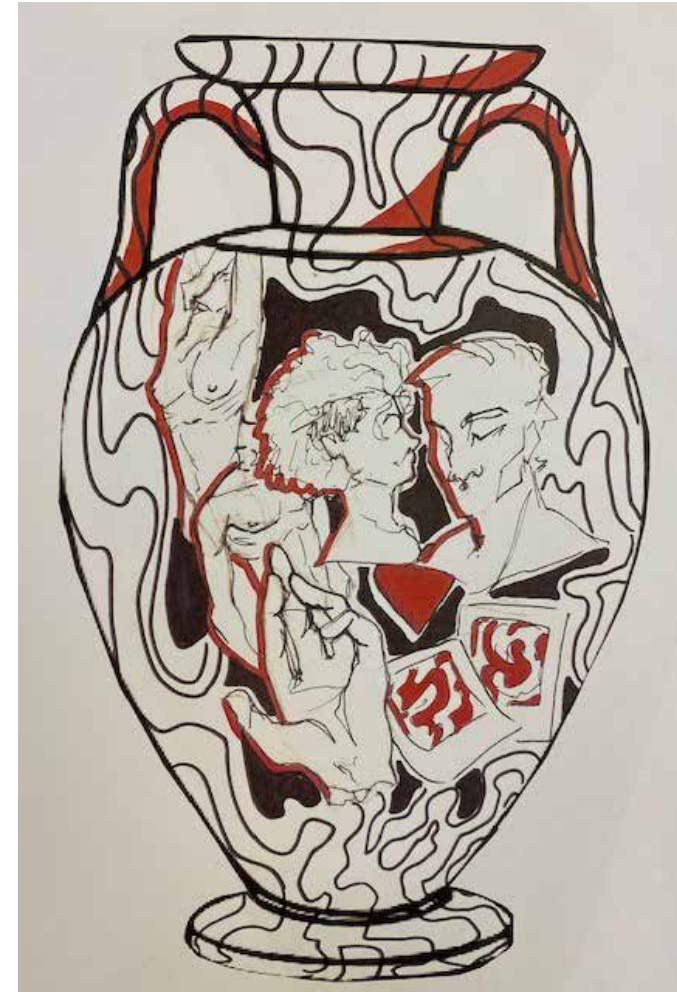
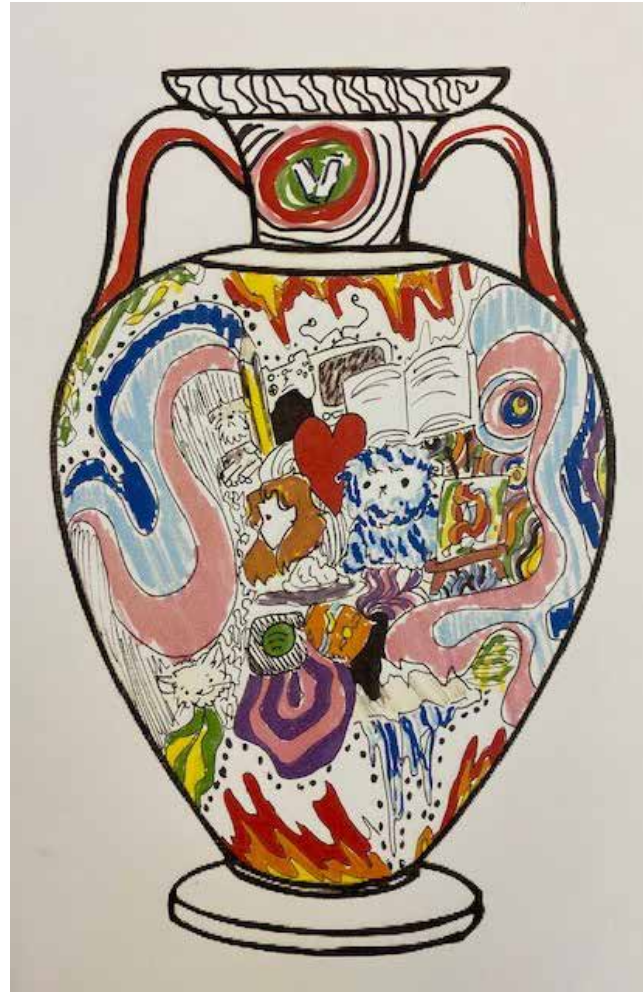
The vase has one animal orientated side and the other family and friends. The heart is on the vase to put the most important things close to me to it. Around the photos I stuck I decorated it with other things important to me. E.g. my job.

—
Ellie Getty (16)
Cullybackey College



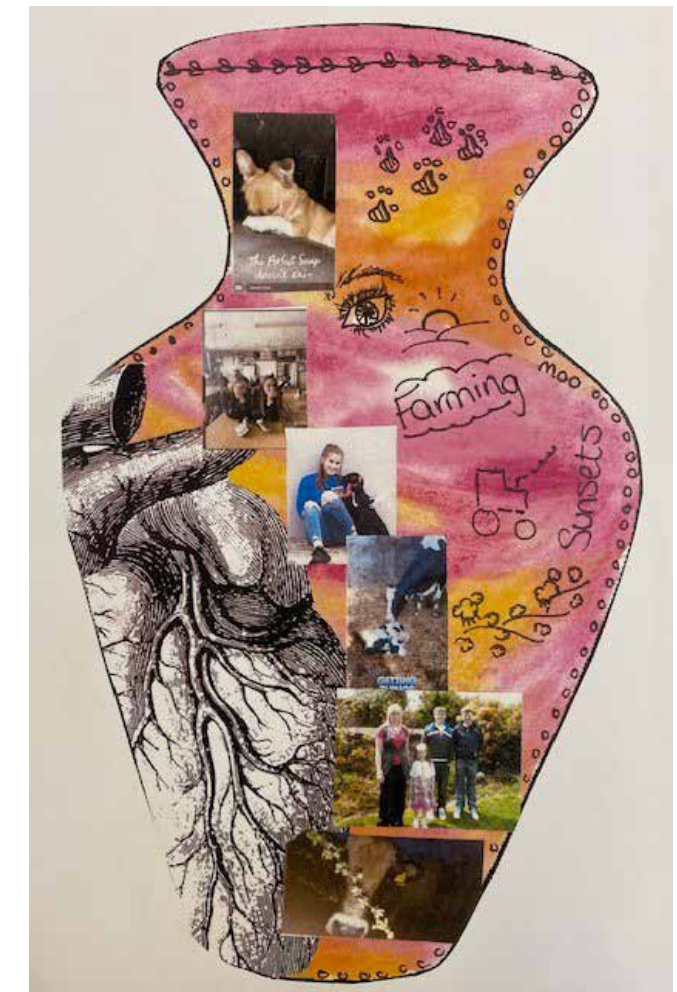
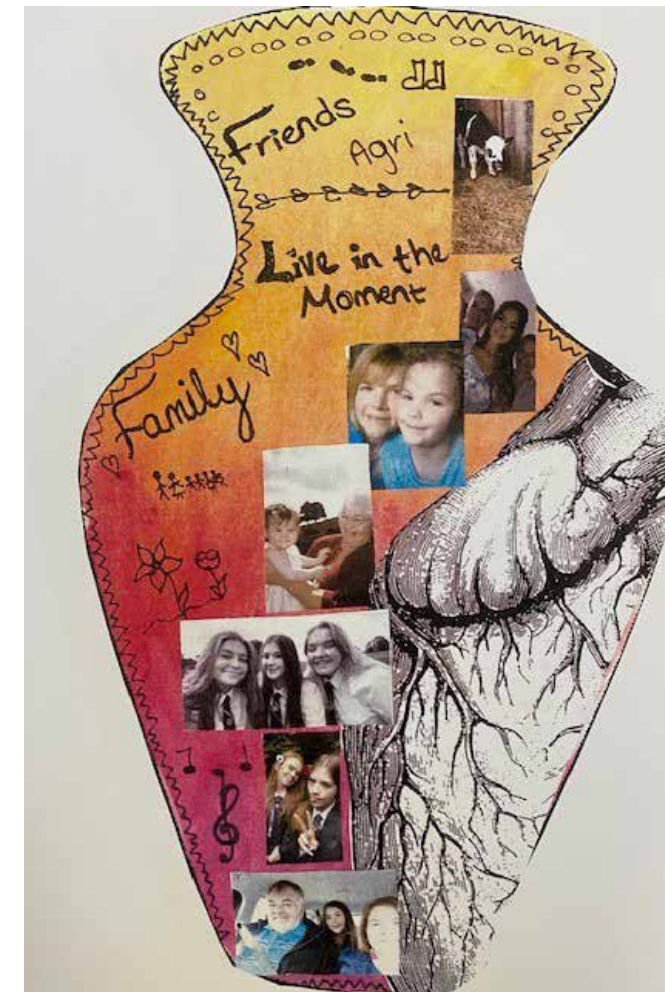
I enjoyed this task as I got to put a lot of my old childhood interests on it like the cartoons shows I used to watch I programmes I used to enjoy.

—
Kenny Nicholl (17)
Cullybackey College



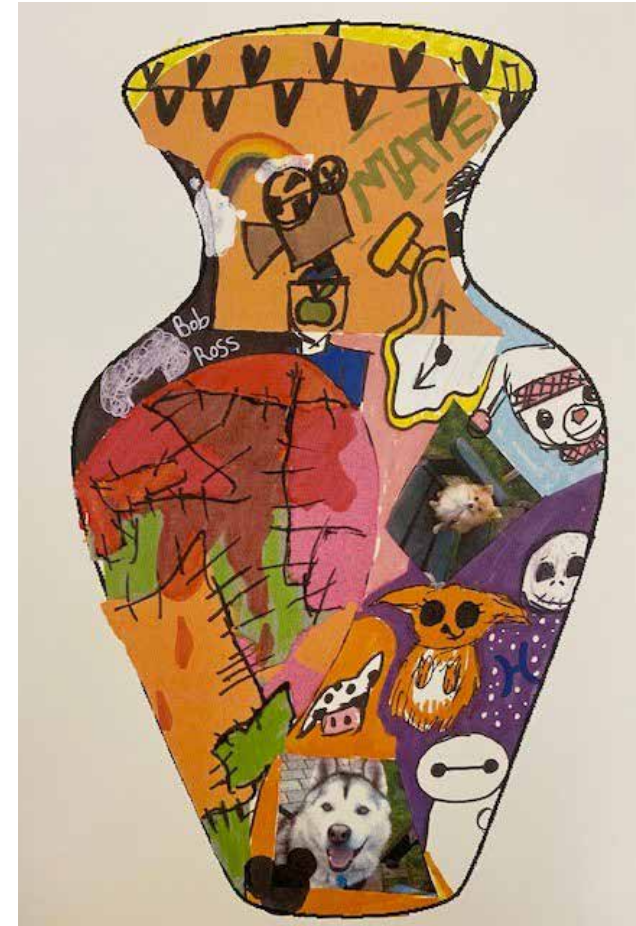
The vase I created is a very colourful depiction of everything I like, including my sister some old teddies of mine and, and other things that I hold close in my heart. I made it very colourful to show how almost vibrant my life is when I think of all these things

—
Leagh Hughes (16)
Cullybackey College



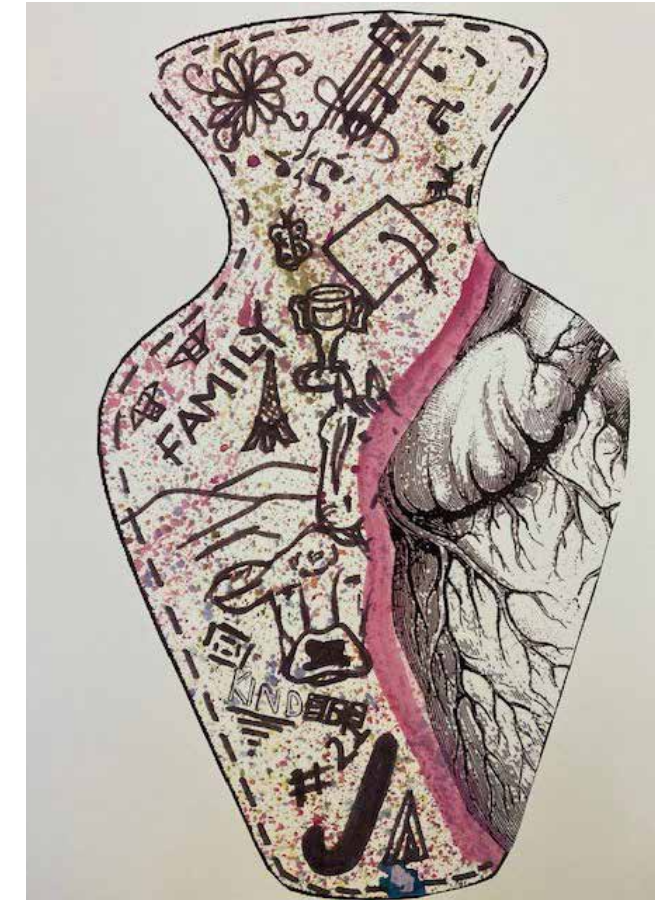
I included patterns and animals to represent my farming background.

—
Melanie Beattie (17)
Cullybackey College



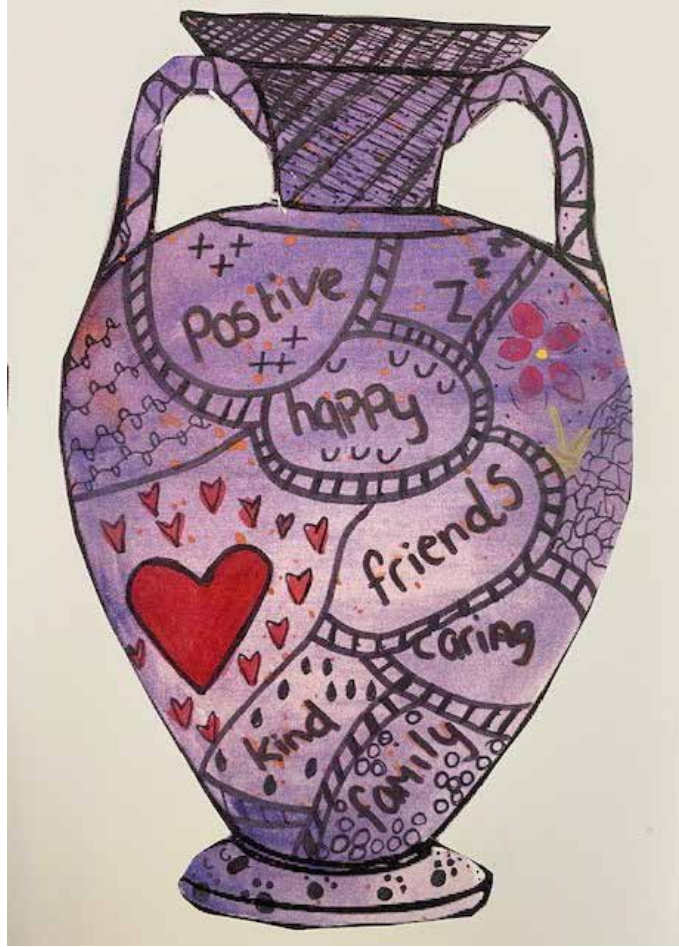
I decided to create two vases to represent the two sides of my interests. On one vase it depicts personal life, things such as pets. On the other side my love for animation is shown along with my interest in the solar system.

—
Nikita McGregor (16)
Cullybackey College



I created a vase to express my hobbies and identity. I have included a heart in my vase and put on images that are most important and closest to me such as animals and I am a farmer's daughter.

—
Suzannah Boyd (17)
Cullybackey College



My vase is purple and on one side is a bunny that I have had since a baby.

Tiffany Christie (16)
Cullybackey College



Artworks by students from Montessori High School

Students:

Dalia van Gessel

Giorgia del Po

MONTESSORI HIGH SCHOOL

MAVO EN HAVO



I have depicted my identity in a self-portrait. In it I made it clear that I am Syrian-Dutch. I feel torn by the civil war in Syria. That is why I have chosen the flag of a free democratic Syria.

The problem is that Syria is no longer in the news and therefore out of the hearts of many people, but there are still millions of refugees and the bombs are still falling. The war is not over yet. You can take people out of the war (refugees), but you cannot take the war out of people. Those people are still traumatized.

Dalia van Gessel
Montessori High School



Thinking about how to portray myself I decided to not to represent me based on my physical appearance but more on what I feel and how I am as a person.

That's why the people portrayed don't have recognizable features, as to day that I cannot be defined by my appearance. Each one of them is looking to a different direction and that's because I often tend to not to go straight

to the point and the things I want; at the same time I feel I sometimes forget to live the moment, always thinking more about either the past of the future.

The shape reminds a fire and I think that's because even though I sometimes find it hard to get out of my comfort zone, my mind is always working and full of ideas, thinking about all the many things that I want to try

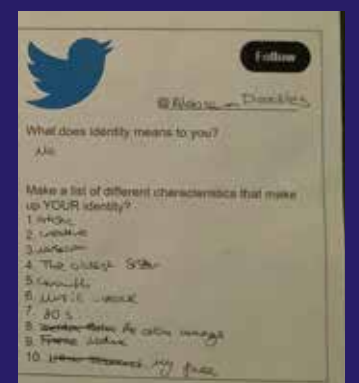
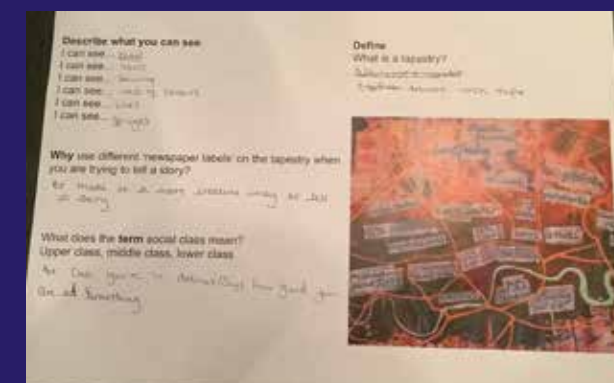
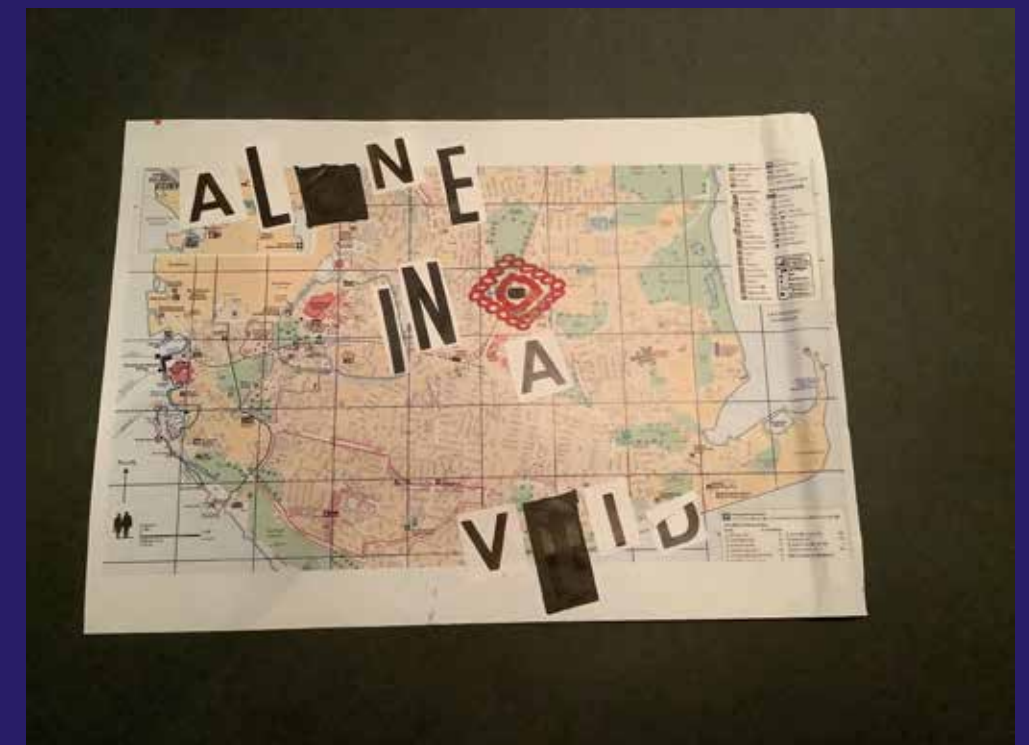
and experience. The colours of the background also are connected to this, the red represents my active and more passionate side, while the blue is more like my calm and reflective part.

—
Giorgia del Po
Montessori High School

Artworks by students from Priory Southsea

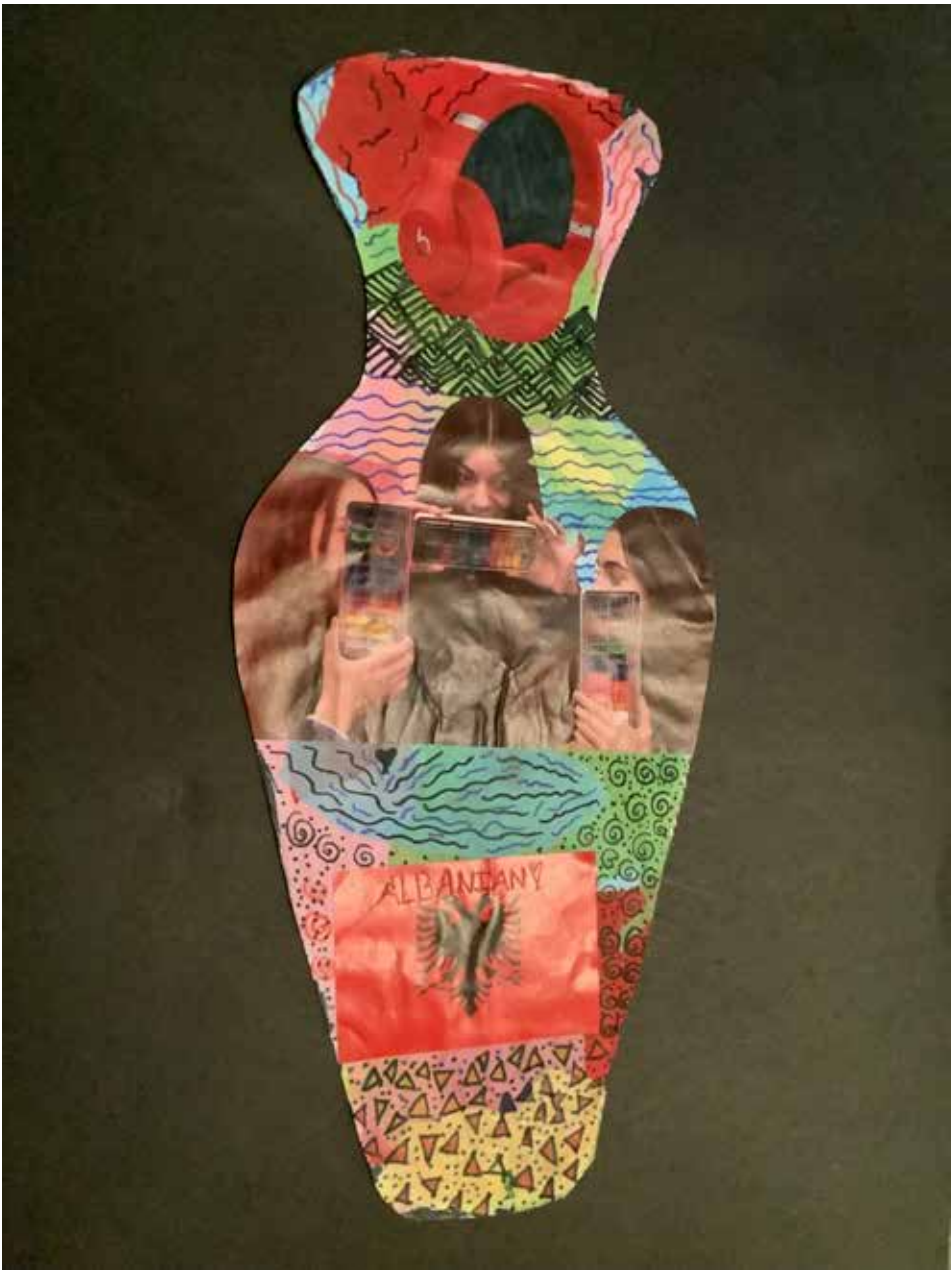
Students:

Abbie Gilgannon
Blenda Salova
Archie Poingdestre
Billy Hallibone
Brooke Louise Ash
Brodie Shaw
Harvey Collins
Coco Phiri
Aruzhan Gawthorpe
Emma Wilson
Julia Botescu
Rasel Amin
Rian Saunders
Safiya Perrott
Cade Thomas
Dharam Singh

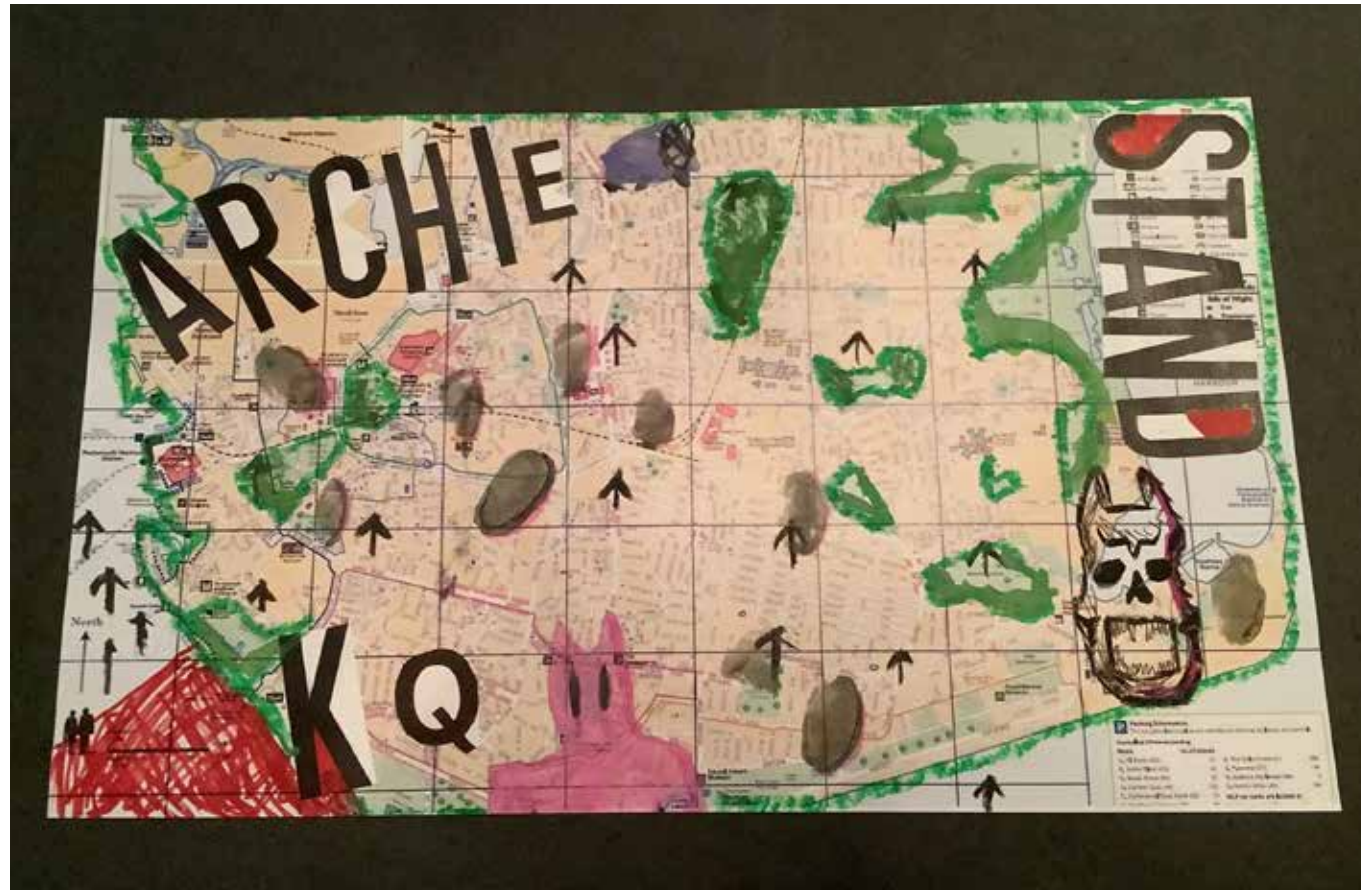




Abbie Gilgannon (15)
Priory Southsea



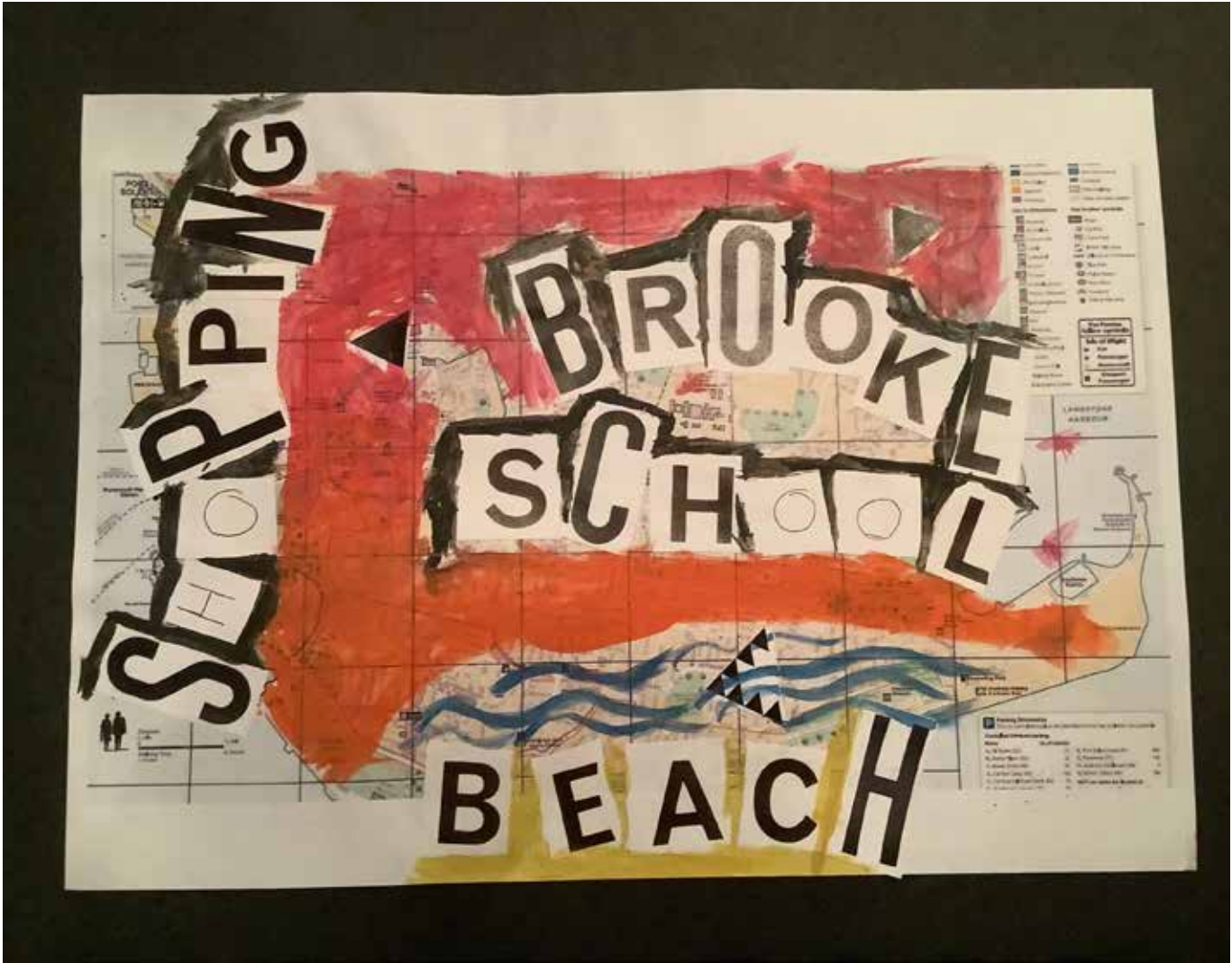
Blenda Salova
Priory Southsea



Archie Poingdestre
Priory Southsea



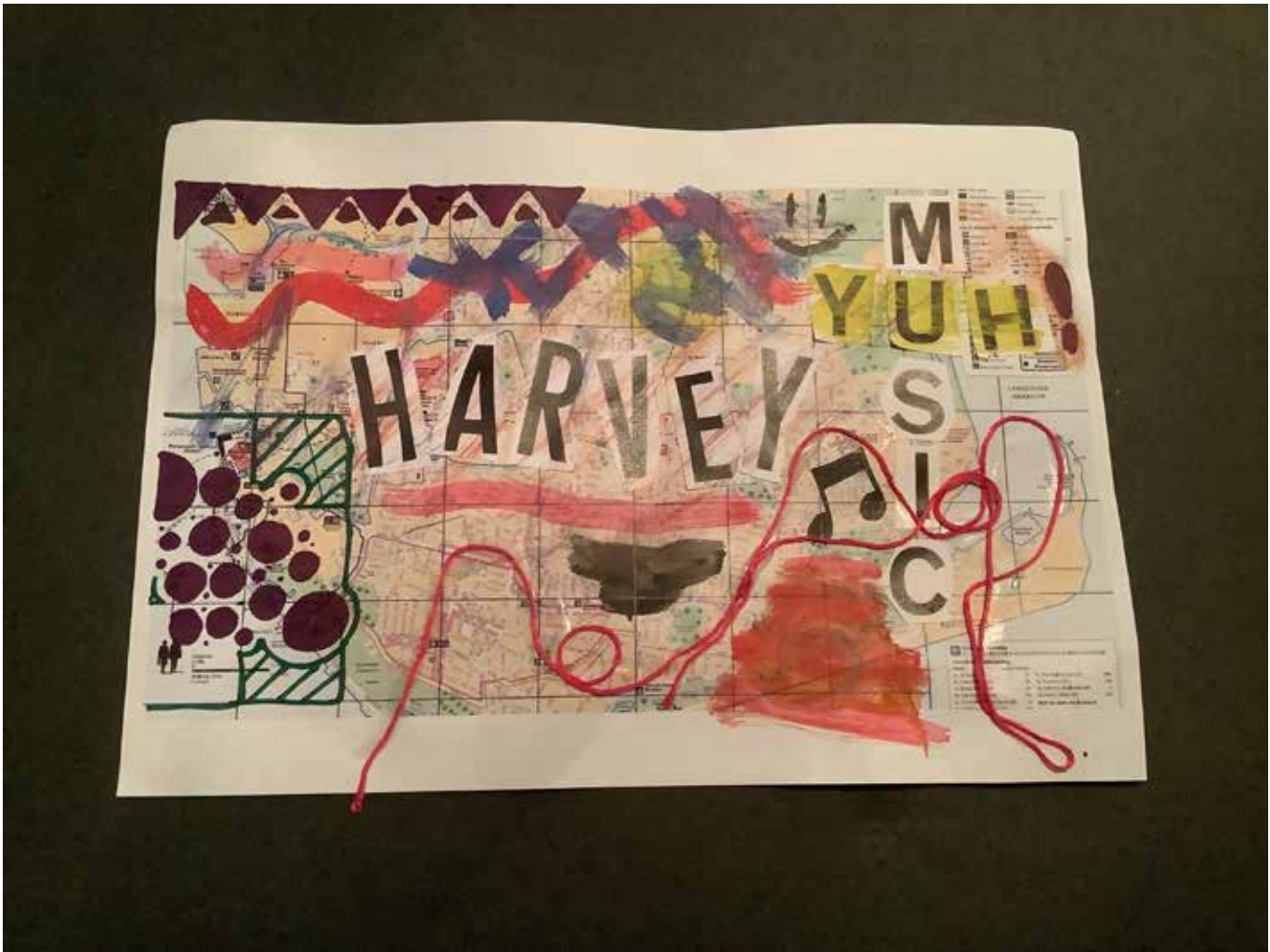
Billy Hallibone
Priory Southsea



Brooke Louise Ash
Priory Southsea



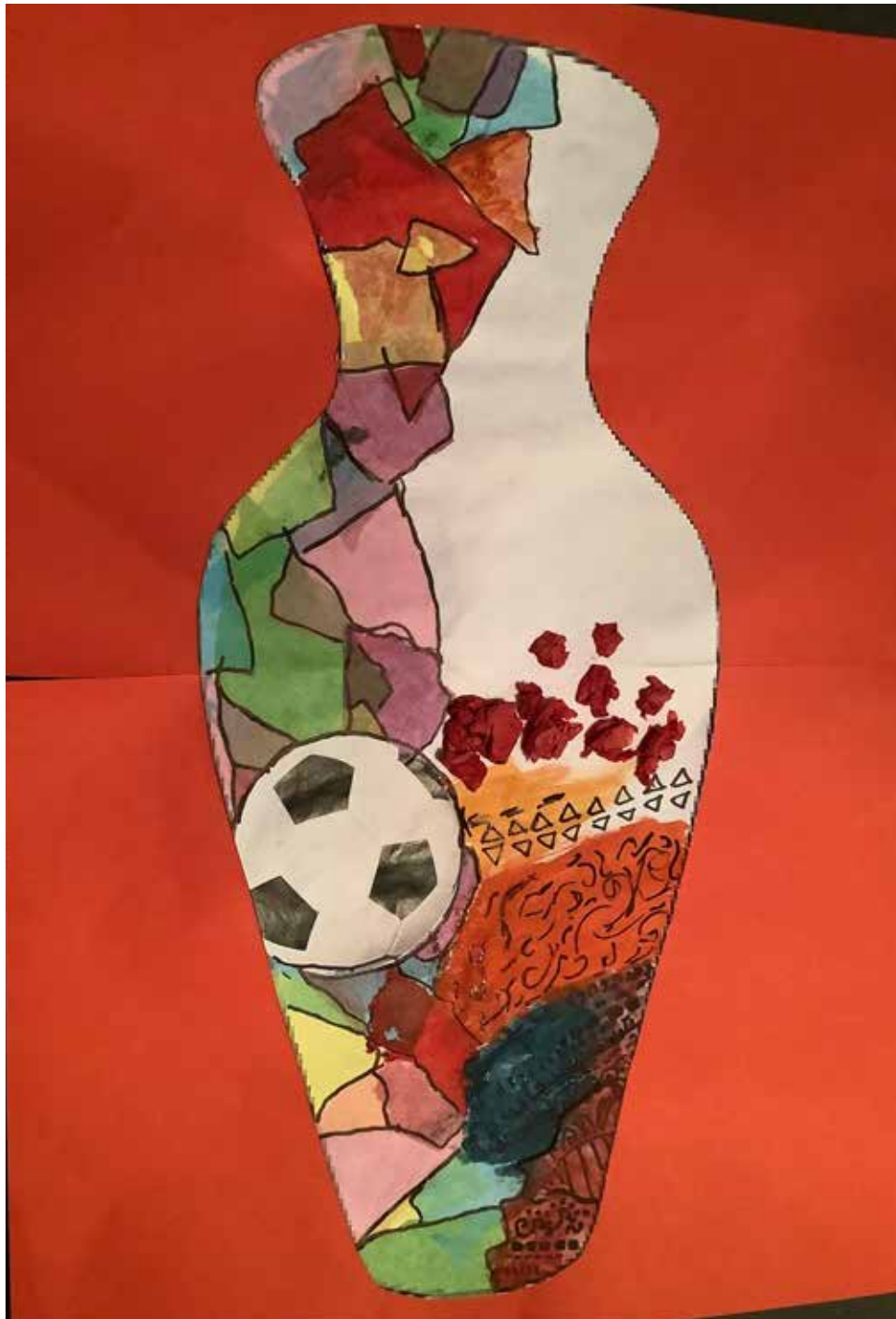
Brodie Shaw
Priory Southsea



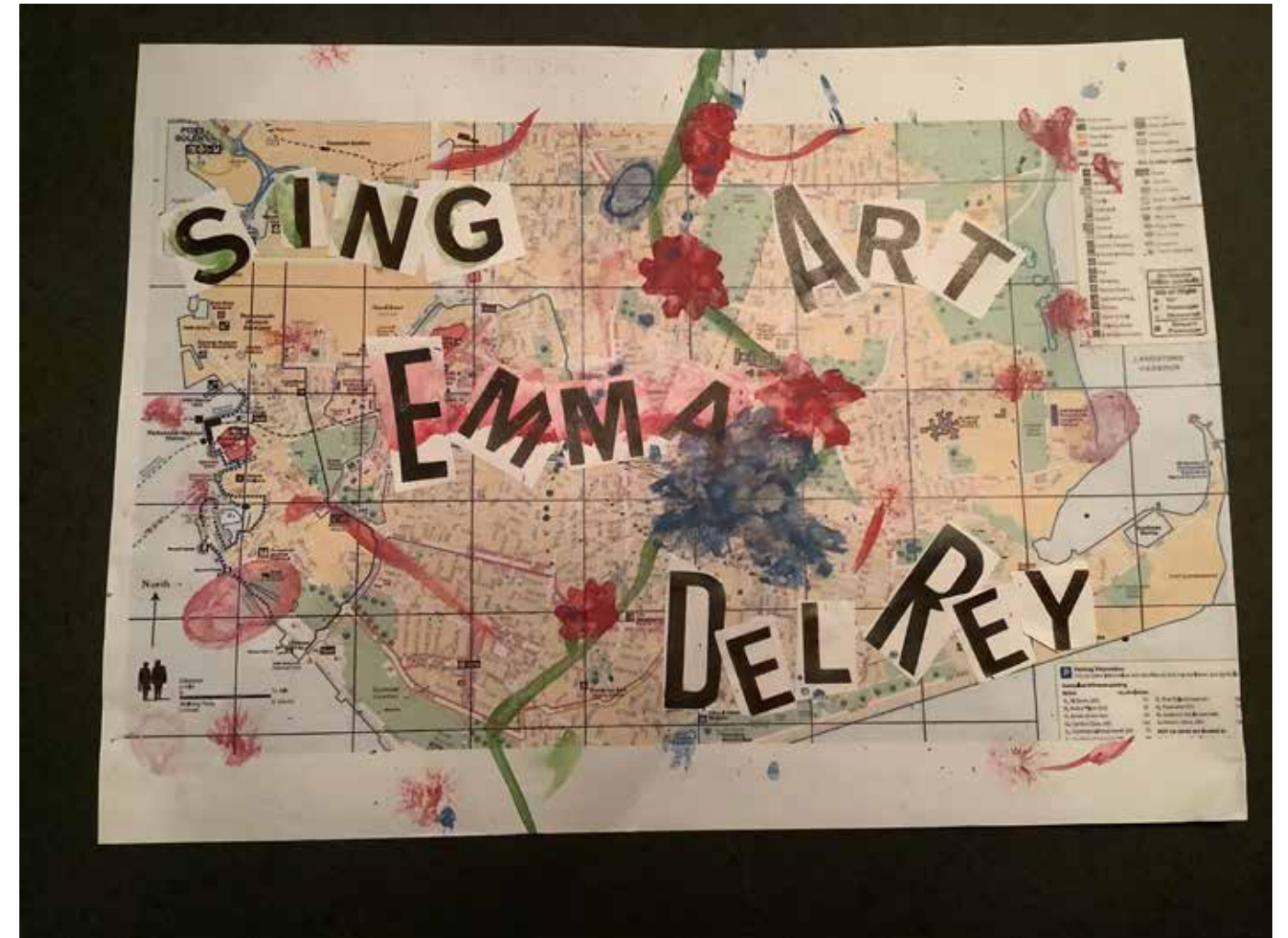
Harvey Collins
Priory Southsea



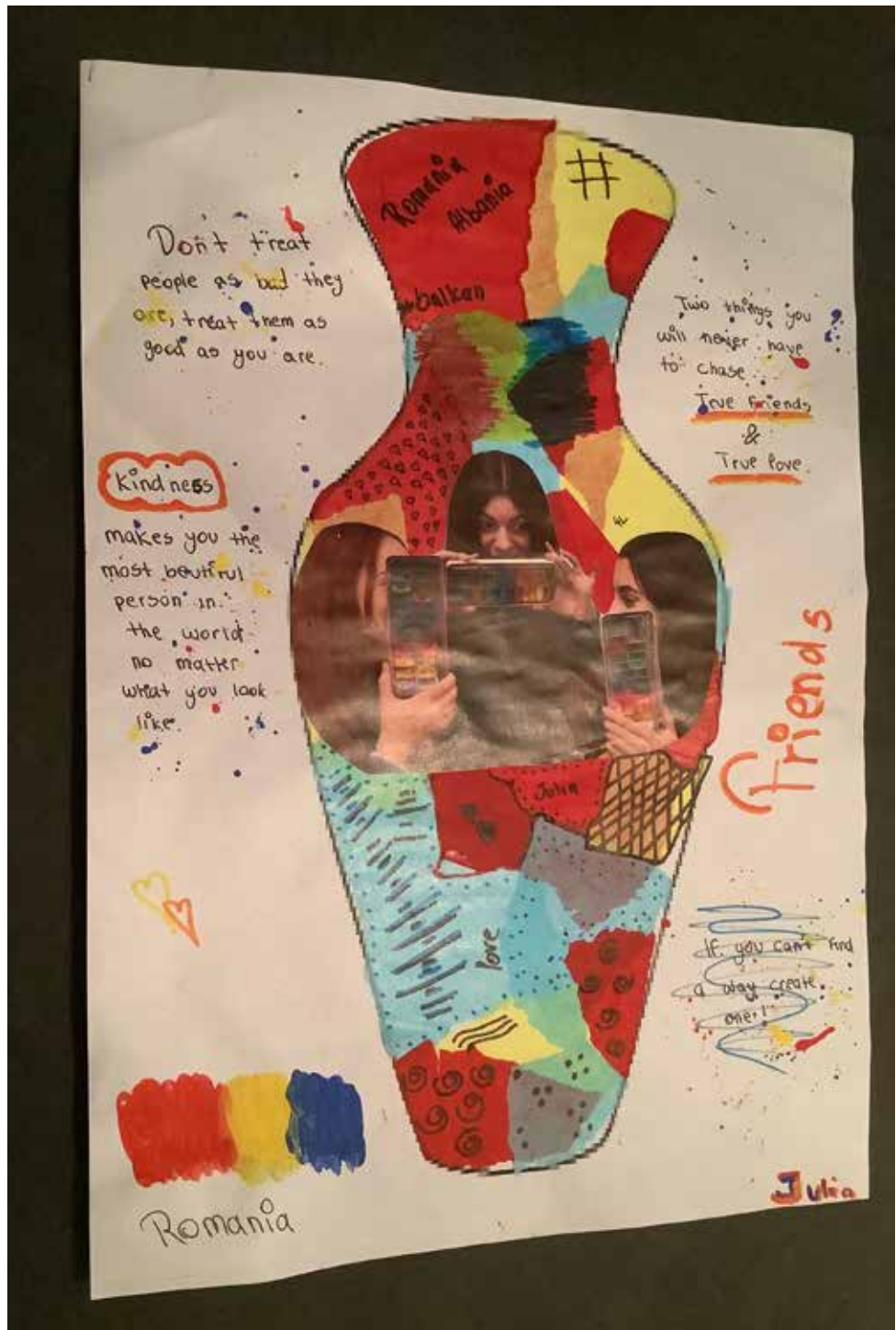
Coco Phiri
Priory Southsea



Aruzhan Gawthrope
Priory Southsea



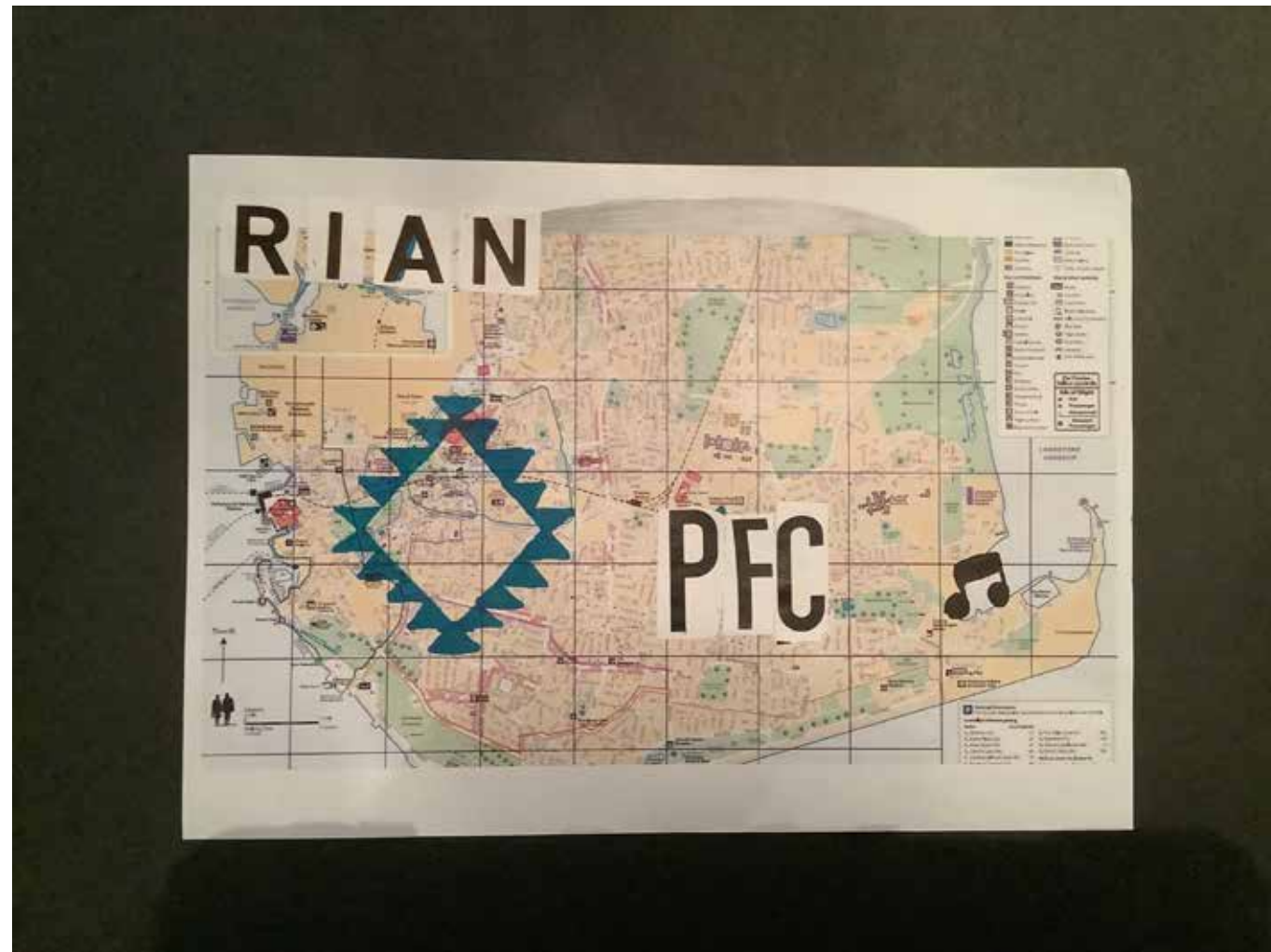
Emma Wilson
Priory Southsea



Julia Botescu
Priory Southsea



Rasel Amin
Priory Southsea



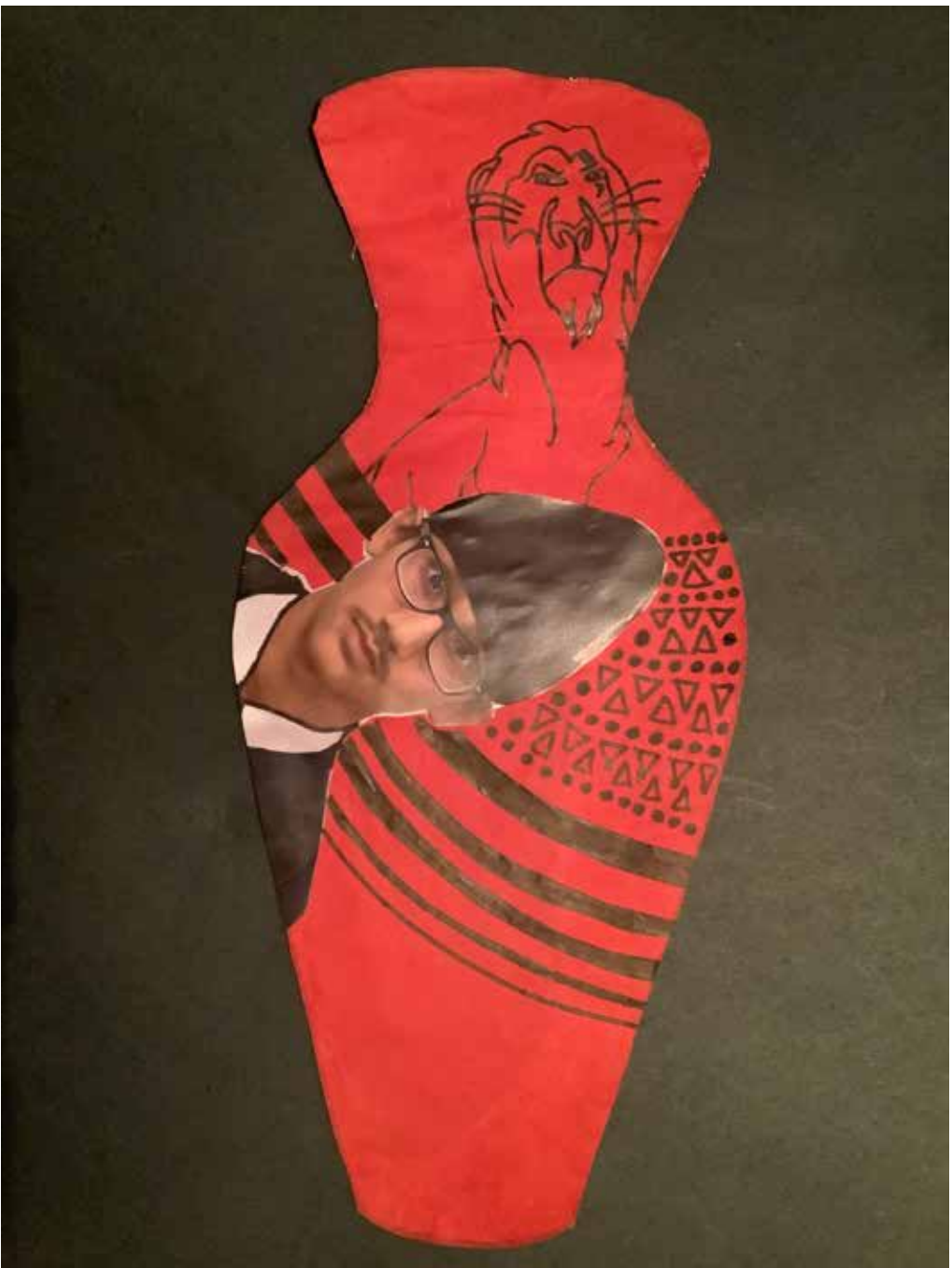
Rian Saunders
Priory Southsea



Safiya Perrott
Priory Southsea



Cade Thomas
Priory Southsea



Dharam Singh
Priory Southsea

About Grayson Perry

One of the best-known British artists of today, Grayson Perry (b. 1960) employs a wide variety of techniques and materials. His works range from large woodcuts, tapestries and cast-iron sculptures to prints, dresses and even an entire house. In both challenging and charming the public, he often provokes humorous clashes between old and new, between acceptable and shocking. Perry calls himself 'a tranny potter' and explores a climate in which people fear difference and retreat to the safe confines of their own group.

Perry also engages with public life beyond the walls of the museum and art gallery. He has written and presented documentary programmes about class, taste, masculinity and identity, and has written accompanying books. His unbridled interest in decoding materials and meanings prompted a crowdsourcing project during the Brexit debate in which he called on British people to submit images of beloved objects and subjects. The similarity between the submissions from the 'remain' and 'leave' camps inspired two vases entitled *Matching Pair*. They illustrate Perry's ability to unite a divided public, showing us that art can be a platform for an open and inclusive debate.

Perry's first solo exhibition was in Amsterdam in 2002, followed by a solo show at the Barbican in London in the same year. Grayson Perry won the 2003 Turner Prize and received a royal distinction (CBE) as well as a number of BAFTA awards for his documentary series, among them *All in the Best Possible Taste* (2013), about taste and social class in modern-day England, and *Who Are You?* (2014), about identity, which was accompanied by an exhibition at the National Portrait Gallery in London. His documentary series *All Man* (2016) examines masculinity and gender stereotyping, which were also the subjects of his book *The Descent of Man*.



© IChris McAndrew

Perry's work is held in museum collections all over the world, among them the Museum of Modern Art in New York and the Stedelijk Museum in Amsterdam. In 2016 he had an exhibition at the Bonnefantenmuseum in Maastricht the Netherlands entitled 'Hold Your Beliefs Lightly' — a slogan that powerfully expresses the common thread that runs through his work.

Perry lives in London with his wife Philippa and their daughter Florence, as well as spending some of his time near Eastbourne where he has a cottage and studio. He has become almost as well known for his sub-personality Claire as for himself, as he often publicly dresses as Claire in outrageously girly costumes and frocks.

The Praemium Erasmianum Foundation has awarded the Erasmus Prize 2021 to Grayson Perry, which he will receive on 16 December 2021. The theme of the Erasmus Prize 2021 is 'The power of the image in the digital era'. At a time when we are constantly bombarded with images, Perry has developed a unique visual language, demonstrating that art belongs to everybody and should not be an elitist affair. Perry receives the prize for the insightful way he tackles questions of beauty and craftsmanship while addressing wider social and cultural issues.

Thank you

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