

# **DrawAble: Making Layered Portraits by Mike Barrett**

## **Part One**

[By Mike Barrett](#)

Mike is an artist, digital creative and photographer whose work combines words, drawings, photographs, music and sound. In this resource, Mike shows young learners how to create a layered autobiographical portrait.



## Notes for Teachers

**What is the aim of this exercise?**

This activity demonstrates a fresh creative technique that would help children and teenagers create expressive portraits/self-portraits. The resource introduces a variety of artistic techniques that make portrait drawing enjoyable.

**What age can this exercise be used with?**

This resource can be used with ages 6 and upwards. Is particularly suitable for secondary-age learners (ages 11-16).

**What materials will the learners need?**

For this activity, the learners will need paper, a pencil, a selection of pens (you can use fineliners, fountain pens, and/or biros), a paintbrush, a pot of water, and a pair of

scissors. Some watered-down ink is optional; you can swap ink for any type of watered-down paint.

How long does this exercise take?

This exercise will take between 20 minutes and an hour. A maximum time limit of an hour is recommended, to allow for progression to Step 2 and Step 3 of layered portrait creation.

How do I measure success?

Success will be measured by the children's engagement with the activity. The children's portraits may not be about the "likeness" to the person, but more about expressiveness and energy contained in their images.

More able or engaged learners may apply a variety of mark-making and shading techniques in their drawings. They may be more open to experimentation and the use of a variety of materials.

Encourage creative play and experimentation by offering your learners different materials to try out. For example, you may want to offer 2-3 types of pens, or prompt the learners to use watered-down acrylic or watercolour.

What can we try after this exercise?

[Life Drawing: Drawing the Head by Hester Berry](#)

[Sketchbook warm ups by Jo Blaker](#)

Explore another medium to create a decorative profile of a head using lettering in [Clay Art Medals](#)

Explore creating abstract portrait drawings taking inspiration from Abstract Face – [Relief Sculptures](#)

Introducing [drawing materials and mark making](#)  
Graffiti art and '[Missing You](#)' pavement art

Try other [DrawAble](#) exercises and projects.

Which artists might we look at?

[SNUB23](#) street art

[John Wentz](#) and [Ann Gale](#) paint fractured surfaces  
integrating the figure

[Ed Fairburn](#) integrates the figure with maps and  
start charts

[Julie Mehretu](#) layer architectural drawings, plans,  
charts and maps with intense mark making on a  
large scale but ideas could easily be adapted for  
portrait backgrounds

You may also want to look at [Mike's other projects](#).





[Making Layered Portraits Part Two](#)



### [Making Layered Portraits Part Three](#)

#### Introduction

We're going to be looking at building an artwork with a subtle narrative based around a portrait illustration, where the whole process starts with a drawing. So, here's Step 1 – the drawing!



In much of my portrait illustration work, I build loose but purposeful narratives running through the images. This image is based around a very good musician. And as you can see, I've placed imagery within the artwork that relates to that musicianship – gelled lights that you might find on a stage setting, words and texts that relate to music. This musician had a dog he was very fond of, so I've put that in the imagery. There are also symbols relating to music, like musical notes, treble clefs and bass clefs buried in the imagery.



I also use a lot of textures like paint splotch marks and different things I can find to build into the imagery to give it energy, and depth, and interest – as you can see in this illustration of this lady:



## To Begin

Of course, these images have been assembled digitally using Photoshop. But we're going to look at making a similar style image using pens, paint, and collage. And it all starts with a drawing!

I've chosen to do a self-portrait. So I'm going to start with the features of the face. I'm just going to mark out the dominant features. I have an A4 piece of paper, and I am using a fountain pen to mark out the lines of my face.



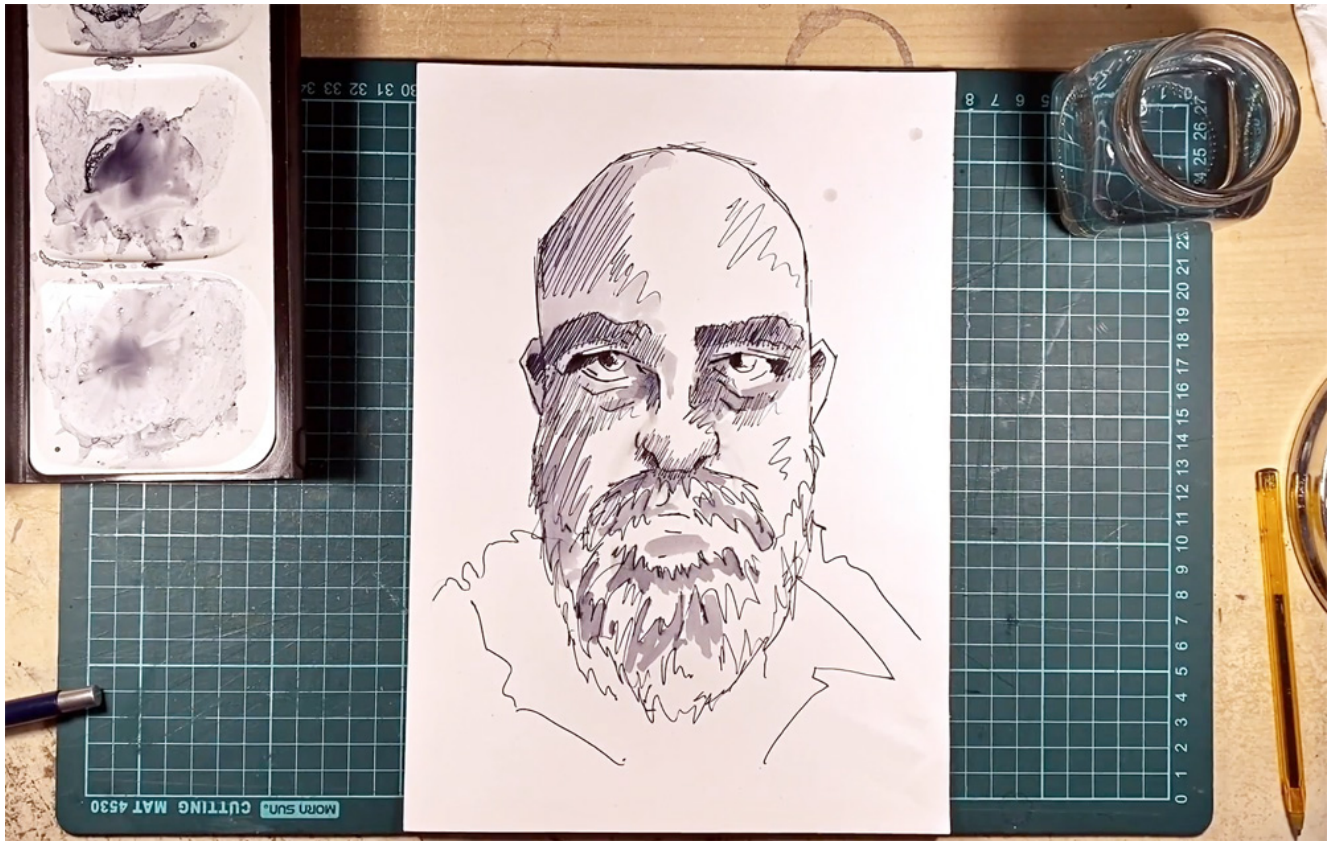


Then, using a Biro pen, I'm going to use a crosshatching technique to put some texture and shade into the face. I very much look for dominant lines that make up the features of the face. I also like to be very loose and work quite quickly. This puts a lot of energy into the illustration, I find.



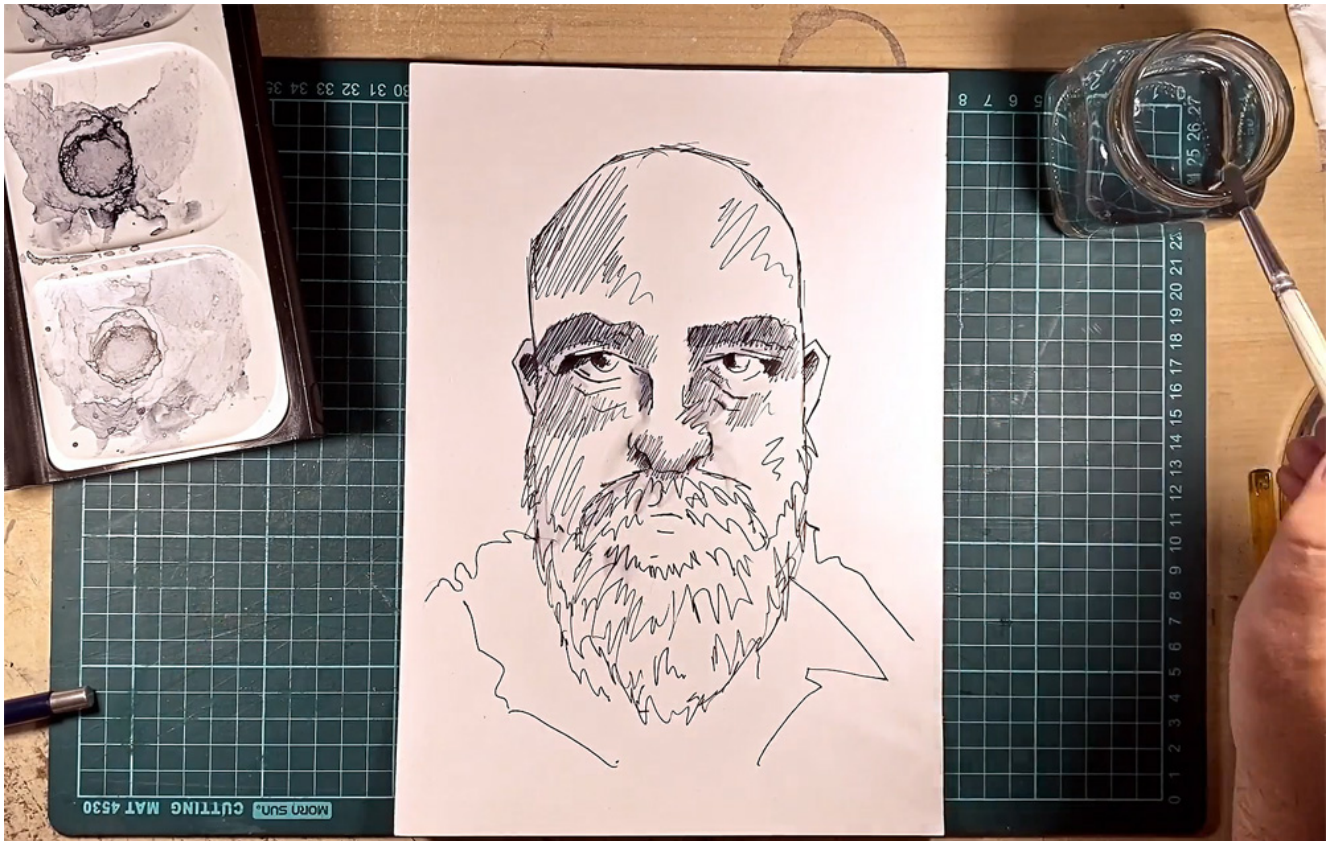
Then, I go over certain aspects of the image with a fountain pen, which is an ink that better reacts to water. And then I'm using a smudge pen – a water pen that you fill with water just to smudge parts of the ink in. And I'm also using a brush and watered down ink on a pallet – using a brush and just putting detail and texture into our image, and building up bit by bit, and making decisions as I go.



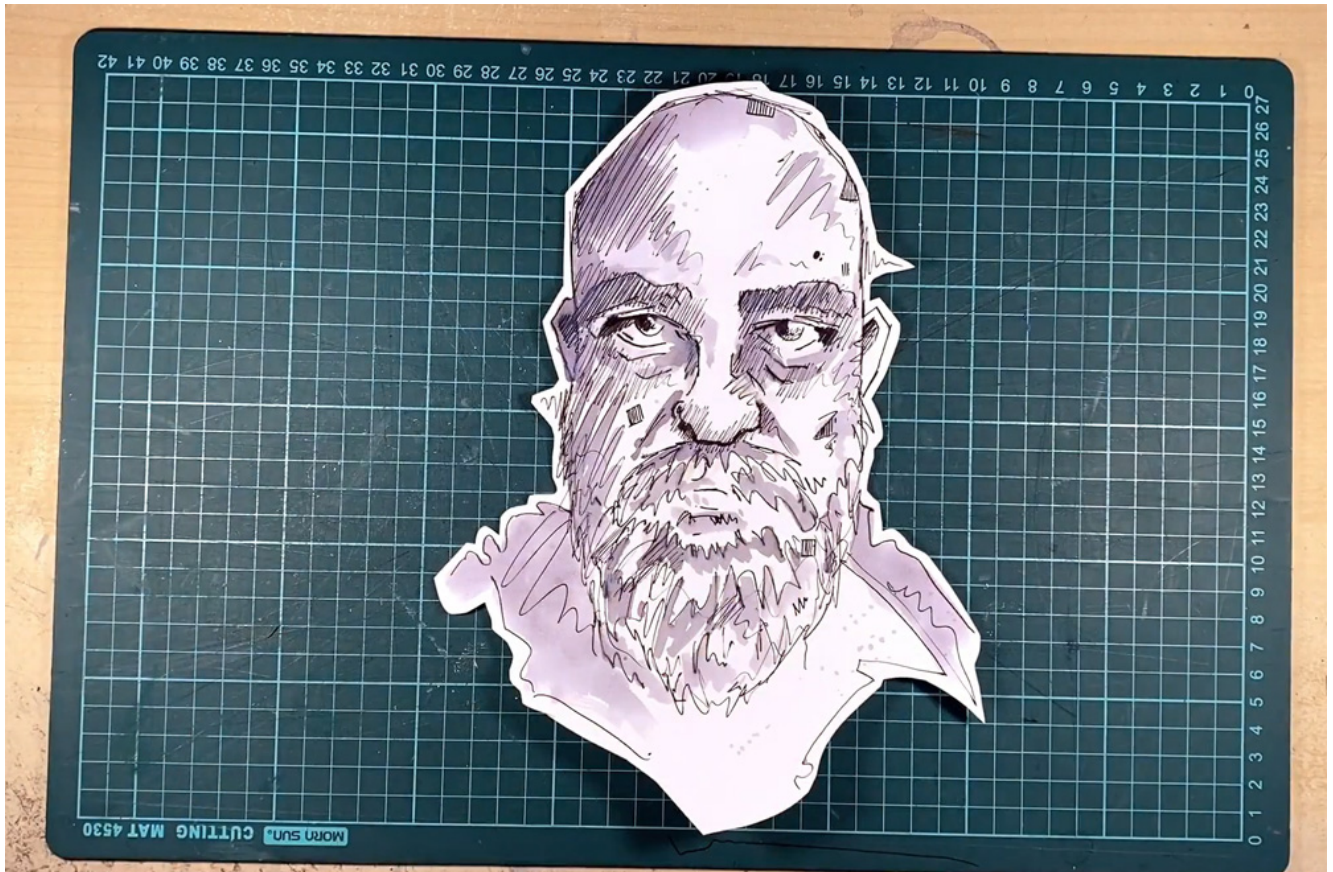


I'm looking for something with energy, something that has strong lines. I also put a lot of detail in that, that wouldn't be there in the image that I'm referencing. So, if I'm working off a photo, I tend to put in graphic incidents that aren't there initially – little boxes with lines going through them, little squiggles, and all sorts of other things. This helps build up the layers and the textures, so hopefully I'll end up with something quite energetic, and a strong image to take to the next stage.





Finally, just to finish off this first step I take my portrait, and very carefully (with a pair of scissors) cut round it, leaving about a centimetre between the edge of the illustration, so it leaves a border all the way around. One of the reasons I do this is that it just makes the graphic pop out slightly, which will be interesting moving forward.



Now this illustration is ready – and we’re ready to move on to the next stage, Step 2, which is preparing our background. You can make your portrait however you want. Look for dominant lines in the face, experiment with textures, maybe use some crosshatching, or even some watered-down inks, as I have in mine. It’s absolutely up to you – experiment, and have fun.





[Making a Layered Portrait Part Two](#)





## [Making a Layered Portrait Part Three](#)



## [Let Me Inspire You by Mike Barrett](#)

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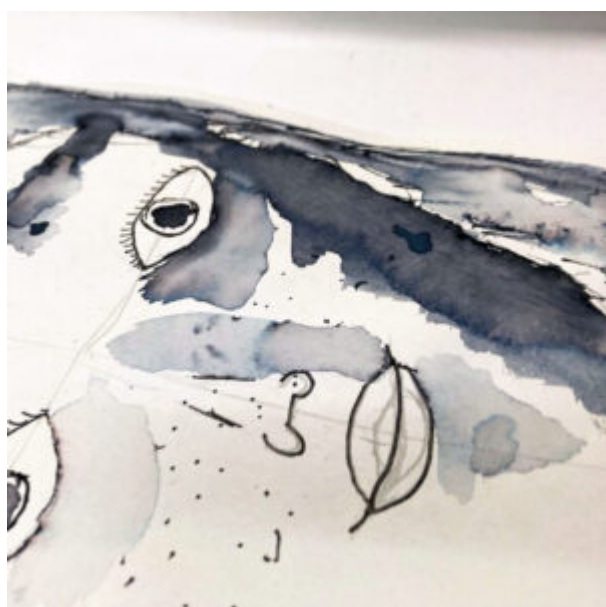
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**Pathway: Exploring Identity**





[This is featured in the 'Exploring Identity' pathway](#)

**Talking Points: Njideka Akunyili Crosby**



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# **DrawAble: Creating a Book World by Rose Feather**

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## **DrawAble: Exploring Through Watercolour by Emma Burleigh Part Three**

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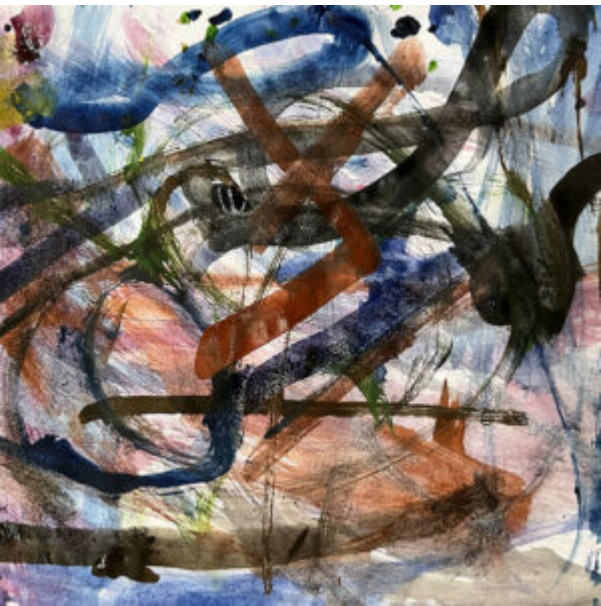
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## **DrawAble: Exploring Through Watercolour by Emma Burleigh Part Two**

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# **DrawAble: Exploring Through Watercolour by Emma Burleigh**

## **Part One**

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# **Ink Collage Inspired by The Wolf Wilder**

Using a well loved children's book as a starter for creating a beautiful and varied collage using different inking techniques.

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## **Patterns with Nature**

## **You May Also Like...**

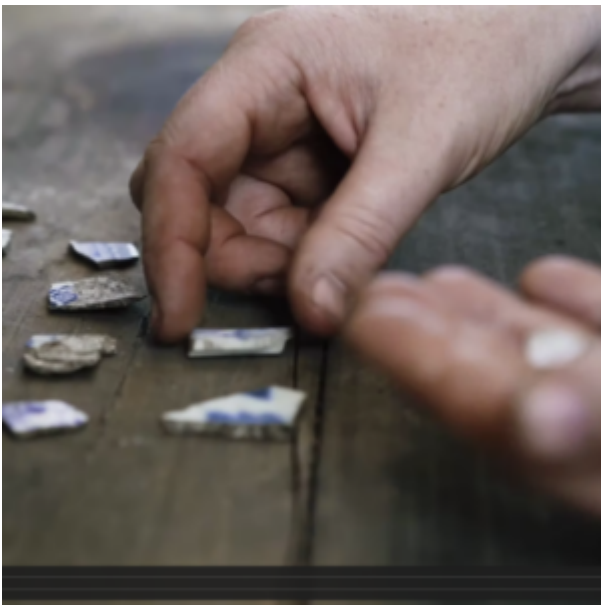
**Pathway: Explore and Draw**



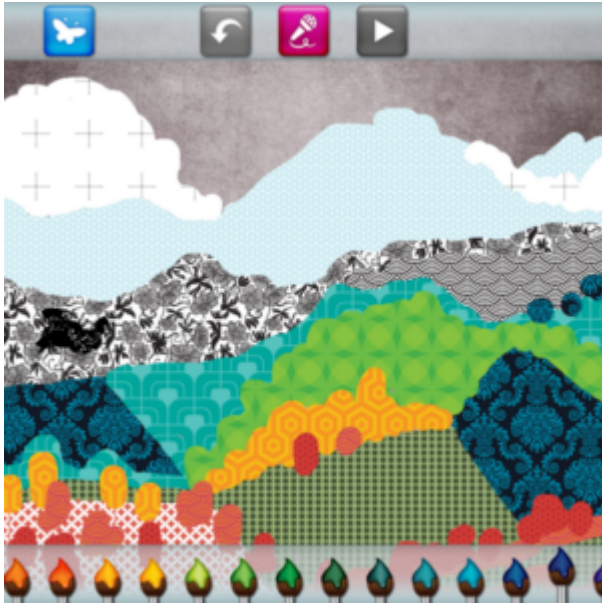


## [Featured in the 'Explore and Draw' Pathway](#)

**Talking Points: Artists as Collectors and explorers**



**AccessArt Digital Resources**



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## Hands, Feet and Flowers

How to get creative by replacing paint brushes with our hands and feet to make large scale collaborative paintings.

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## Mini World Light Boxes

Teacher Anna Campbell shares this beautiful resource which shares how children aged between 4 and 7 years old, made 'Light' boxes. This project could easily be adapted for an older class and is brilliant for SEN children/adults.

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# Wall Drawings with Tape

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## Abstract Face – Relief Sculptures

In this construction and painting resource, students make an abstract face, relief sculpture from cardboard, adding colour, texture and metal findings. This resource was inspired by the work of Kimmy Cantrell, a self-taught contemporary artist who uses asymmetry to question long-established views around beauty.

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## ‘Painting’ with Plasticine

In this resource, students create an A4 plasticine painting on mountboard, in a theme of their choice. The artwork is completed with a painted border using water based paints. This project took six, one hour sessions to complete but if you can't allocate that amount of time, reduce the size of the mountboard to A5 or smaller.

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# **The Wildflower Meadow**

Rachel Burch, Head of Art at Burton Hathow Preparatory School and her pupils explore simple drawing, collaging and painting techniques to create beautiful artworks inspired by a summer meadow.

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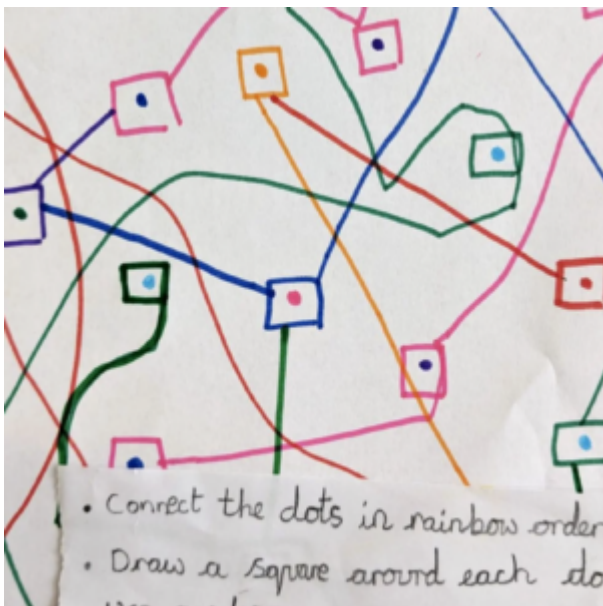
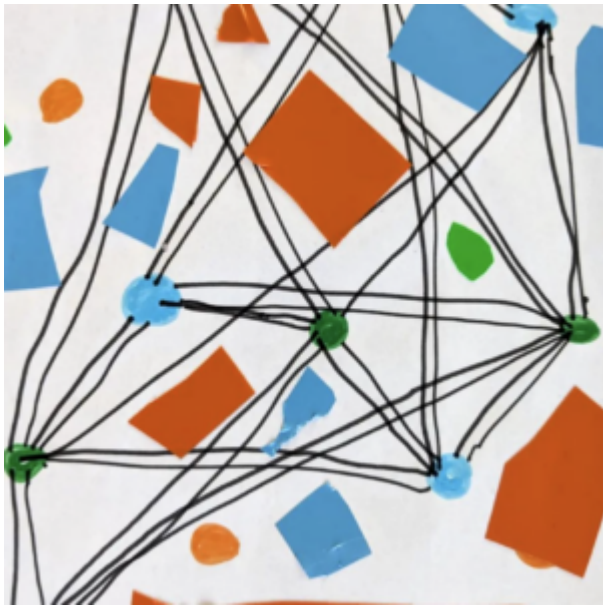
## **Nursery Night Time Collage**

Inspired by the AccessArt Village, artist Rachel Thompson works with pre-school aged children in St Matthew's Nursery School, Cambridge to make their very own night time scenes with collage and wax-resist.

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## **Rules and Resolutions**

## **See This Resource Used In Schools...**





## You May Also Like...

**Pathway: Exploring pattern**



[This is featured in the 'Exploring Pattern' pathway](#)

**Talking points: Andy Gilmore**





**talking points: Louise Despont**



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**Year Three Pupils Explore  
Stencils, Composition and**

# Expressive Mark Making with Oil Pastels

## You May Also Like...

Pathway: working with shape and colour



[This is featured in the 'Working with Shape and Colour' pathway](#)

Talking Points: Henri Matisse Cut Outs



## Talking Points: Romare Bearden

...**What** I have tried  
to do in my collages is  
bring the Afro American  
experience into art and  
**GIVE IT A  
UNIVERSAL  
DIMENSION.**

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## Red to Green: Taking Rubbings and Making Compositions

process of recording by taken rubbings from natural and man  
made objects whilst incidentally making uninhibited gestures



and marks with graphite

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## **Colour Composition and Ben Nicholson**

One hour session in which primary age children made simple coloured elements through which to explore composition. [Full AccessArt Members Only](#)

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## **Seasonal Drawings: Observation, Composition and Colour**

From careful line drawings to full colour collages – rich and evocative imagery by primary-aged children. [Full AccessArt Members Only](#)

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## **Drawing and Collaging Fish and Seeing Composition**

Decision making in drawing: Enabling children to enjoy making informed choices in their artwork. [Full AccessArt Members Only](#)