

Ashley's Flower Basket

Class Lesson Plan

Designer: Sue Nickels

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Project Informational Guide

The Quilt Project: *Ashley's Flower Basket*

This class project is a one-block flower basket appliqué quilt. However, a student who wishes to expand this project to the larger four-block wall quilt may do so.

Sample Class Description for Your Store's Class Brochure

Create this nineteenth-century-inspired small quilt featuring a beautiful basketful of flowers. Learn Sue's amazingly easy machine appliqué techniques that give beautifully crisp edges to each element in your design. If you can cut fabric and use your machine, you can create this wonderful quilt. Two days class; all levels.

The Class Schedule

This class has been designed to be taught in two six-hour sessions. If you think it will work better for you to offer a different number of sessions or a different class length, feel free to make this change.

Please note: The lesson plan for *Ashley's Flower Basket* is identical to the lesson plan for *Jessica's Flower Basket*, since they incorporate the same skills and techniques.

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SESSION ONE

Students should bring to class the following items:

Ashley's Flower Basket pattern; fabrics for the quilt top and threads to match; extra fabric for a small practice sample; rotary cutter, mat, and ruler; an open-toe appliqué foot; size 70/10 and 80/12 sharp sewing machine needles; small embroidery scissors; lightweight paper-backed fusible web (e.g. Steam-A-Seam Light); spray starch; sewing machine capable of doing a blanket stitch; machine accessories; Ott Light or other similar light; pencil; and any other favorite tool

Step 1 Introduction to Pattern and Quilt

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover, the various instructional guidelines and the tips. Also, note all of the symbols on the pattern drawing, so students are aware of what they mean (numbers and double dash lines).

Step 2 Fabric Selection

Although students will have selected their fabrics prior to class, show how the basket fabric can set the parameters for selecting fabrics for the flowers, berries, and leaves. Check each student's basket fabric choice to make certain it's strong enough to unify the quilt with its coloring.

Check the flower, stem, berry, and branch fabrics to make certain none of these fabrics are so light that they cannot be seen, or make certain there is no fabric that is too bright that it takes over the design. The value and intensity of the fabrics should be fairly unified. Also make certain that a student's background selection works well with her foreground fabrics. If the background fabric is too busy or too close to the values of the other fabrics, suggest she select another background fabric.

The visual success of this quilt begins with the fabric choices, so if there appears to be a problem in a selection, help the student recognized this. Discuss any additional fabric hints that you think are important.

Step 3 Making Stems with Bias

Show how to make bias stems. Have students make one practice bias stem from their *practice* stem fabric. Discuss how the edges of stems are tucked under flower motifs and other motifs, when appropriate. You may wish to show how Sue makes her bias stems and one other technical option, if you wish.

Step 4 Learning the Basic Appliqué Technique

1. Have the students cut out a 10"-inch background square from practice fabric. They should spray the square with spray starch, let it dry, and then spray it again until it is fairly stiff.
2. Have students trace one large flower, three leaves, and two berries onto the paper side of a sheet of fusible web with a pencil. With small embroidery scissors, show how to cut the web ¼" outside the traced line of each element. Have students do the same with one leaf.
3. Show students how to cut out (carefully) the *inside* portion of the pattern ¼" from the traced line to create an edging of fusible web. Have each student cut out the fusible web for one leaf.
4. Show the students how to fuse the rough (fusible) side of the leaf's edging pattern to the wrong side of the leaf appliqué fabric. Have students do the same, using a small piece of practice fabric. Warn them not to get the fusible web on the iron.
5. Next, show students how to cut out each fused fabric piece directly on the traced pencil line. Have students do the same. Also discuss how to overlap motifs.
6. Show students how they may place the flower, berries, and leaves on the starched background and then fuse.

Step 5 Practice Session:

Have students practice the technique by using the method shown to place one large flower, one stem (with one end under the flower), three leaves, and two berries on the sprayed practice background fabric.

Step 6 Appliquing the Motifs to the Background

1. Discuss the fine points of sewing the flower, leaf, and berry motifs onto the background: needle, thread type and color, width/length of stitch; starting, stopping, points and curves; ending and taking thread to the back; weaving thread ends into back of buttonhole stitch. Demonstrate the process on one leaf. Have the students finish appliquéing their leaves with a buttonhole stitch.
2. Demonstrate the process of using the buttonhole stitch on the flower motif. Have students finish their practice flower with a buttonhole stitch.
3. Show how to use the buttonhole stitch on a small motif, such as a berry. Have students finish their berries with a buttonhole stitch.

Step 7 Providing Other Important Information

Show students how to carefully cut and prepare the background fabrics for their quilts. Show them how to place their motifs onto the background. Remind the students that they may create their flowers or leaves in a group, but they should follow the numerical order when placing their motifs onto the background.

LUNCH

Note: Give after-lunch assignment before you break for lunch. Then when people come back from lunch they can begin their quilt immediately without waiting for others to return before instructions are given. If students have not completed their practice piece before lunch, they should finish it as soon as they finish lunch.

Step 8 Student Work Period

Have students finish their practice piece before beginning their quilt. Check each student's progress and discuss with them any areas they have done really well and those areas that may need more attention.

Students may use the rest of the day to work on their blocks. When you want to reinforce some technical points or reiterate some important information, bring the class together to demonstrate or show what you wish them to pay particular attention to in their work.

Homework

Have students make their block motifs, fuse them to the background, and finish them with a buttonhole stitch. Also, have the students cut out their 28-inch outer border squares for the following class.

Students bring to class

Mention to students that they should bring the following items to the next class:

Students should bring the pattern, their quilt top, the 28-inch outer border square, sewing machine, appropriate feet and other sewing equipment, fusible web, all sewing tools and equipment, backing and binding fabric, batting, threads for sewing, topstitching, buttonhole stitching, and quilting, and marking tool. Also, they should bring any other relevant equipment and tools listed on the back of the pattern not already noted.

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SESSION TWO

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from previous week. Look at each person's quilt top.

Step 2 Borders

1. With a pencil, show how to draw the 18" square on the back of the appliquéd block. Have students draw their squares onto their blocks' backs.
2. To create the scallop edging, first show students how to trace scallop edging onto fusible web. Have students make their four fusible web edgings. Show how to place the first edging on the wrong side (back) of the appliqué block; then show how to fuse it in place. Have everyone do this first step.
3. Next show how to place the remaining fusible scallop edgings on the other three sides. Have students add these edgings to their blocks.
4. Show how to carefully cut out the scallop edge directly on the traced pencil line.
5. For the outer border, have students lightly starch their 28-inch outer border squares. Then show how to remove the backing paper from the fusible web, carefully center the block onto the outer border-square, and then fuse them together.

Step 3 Work Period

Use the work period to let students catch up, if they need to. Also, this is the time to have students finish the scallop edging with a small buttonhole stitch, cut away any excess border fabric, mark a topstitching line on the right side of the block, and then topstitch over the line. Offer help to anyone who wishes it. Have students press their quilt top.

LUNCH

Step 4 Making the Quilt Sandwich

Demonstrate how to baste the backing, batting, and quilt top together. If possible, show or describe two or more basting techniques, including spoon-basting (using thread, needle, and teaspoon). Demonstrate your favorite method. Give any of your own favorite tips. Have students baste their quilts.

Step 5 Quilting

Discuss quilting techniques and design ideas for the inner design. Show how to mark the quilting design. Discuss tracing the outer border with Sue's outer-border quilting design.

Step 6 Work Period

Give students a work period to work on their quilts.

Step 7 Putting on a Sleeve

Optional: Discuss and demonstrate how to prepare a sleeve for a wall quilt.

Step 8 Making the Binding

Demonstrate how to make the binding and sew the binding to the quilt. Give any extra tips you may have.

Step 9 Putting It All Together

Provide time to discuss any techniques or procedures that students may wish repeated.

Homework

Have students finish the quilt.