

Hopscotch in Neutrals

Class Lesson Plan

Alex Anderson Classics

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Project Informational Guide

The Quilt Project: Hopscotch in Neutrals

We recommend the class project be the wall size, but if a student wishes to make the quilt in one of the other sizes, it should not be a problem, as the techniques and pattern layout information will be the same for all quilts. The differences should be easy to handle in class.

Sample Class Description for Your Store's Class Brochure

Create your own elegant quilt using Alex Anderson's pattern *Hopscotch in Neutrals*. Enjoy playing with the subtle beauty of beige, tan, white, cream, ecru, gray, off-white, taupe, caramel, cream, and other neutral hues. Created with three easily-constructed blocks, you'll find this quilt a breeze to make. All skill levels.

The Class Schedule

This class has been designed to be taught in three three-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.

Alex's Basic Sewing Kit:

Sewing basket of tools: rotary cutter, rotary ruler (12" x 6"), cutting mat, extra-fine glass-head pins, seam ripper, small scissors, thread

SESSION ONE – Constructing the Blocks

Students should bring to class the following items:

Hopscotch in Neutrals pattern, Alex's sewing basket of tools, sewing machine & equipment (including bobbin, extension cord, foot pedal, instruction book), and fabrics.

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 color section, the various instructional guideline offerings, and the tips. Show students how they can fold the pattern into pages, if they wish.

Step 2 Fabric Selection

Talk about good fabric choices, fabrics that are difficult to use, and fabrics that work well with others. Discuss neutral color choices available for quilters. Students should have selected fabrics prior to coming to class, but additional fabrics may be obtained at this time.

Check each person's fabric selection, making certain there is enough value contrast and color contrast between Fabric A fabrics and Fabric B fabrics. There should be a wide assortment of very light to light neutral prints, including a touch of white for sparkle, for Fabric A fabrics. Also, make certain there is a wide variety of medium to medium-dark neutral prints in each person's Fabric B fabrics. In addition, encourage everyone to use a good mix of print motifs, which could include dots, stripes, florals, paisleys. Tone-on-tone fabrics are good too.

There should be a good mix of motifs and scale.

Discuss any fabric hints you think are important, as well as the importance of washing fabrics and pressing with a dry iron.

Step 2 Familiarizing Students with the Blocks

Familiarize the students with the three blocks used for this quilt's design. Show students how blocks 2 and 3 make up the border design by alternating their placement. Next show how quilt's design is made from Block 1.

Step 3 Cutting the Fabric

Demonstrate how to cut the fabric into strips to prepare for cutting squares for Block 1. Then demonstrate how to cut half-square triangles from the squares. Repeat the process for each block.

Note: If your store carries square rulers, such as Creative Grids, you may want to show students these rulers and how they can be used.

Step 4 Cutting Shapes from Strips

Have students cut enough shapes to construct at least one of each block.

Step 5 Work Period: Sewing the Blocks

Demonstrate how to construct Block 1. Have students sew one Block 1. When the first person is ready to begin Block 2, demonstrate the its block construction. Finally, show the block construction of Block 3. Have students continue constructing blocks until the end of class.

Discuss the importance of pinning. Also, talk about the importance of using a dry iron when constructing blocks, so that shapes will not stretch or become misshaped. Demonstrate how to *set a seam* with the iron and press the seams in one direction.

Homework

Have students construct Block 1, 2, and 3 blocks for the wall quilt at home.

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SESSION TWO – Quilt-Top Assembly

Students bring to class:

Hopscotch in Neutrals pattern, sewing machine & equipment, sewing basket of tools, constructed blocks, fabrics. Optional: design-wall material (flannel sheet, flannel yardage, batting, or foam-core board)

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.

Step 2 Making the Quilt's Top Border Row

Using the pattern as a guide, show students how Blocks 2 and 3 are alternated to create the quilt's borders. Demonstrate how to pin and sew the blocks together. Provide your favorite tips for sewing blocks together, including pressing, easing in, etc.

Have students select 4 each of their Blocks 2 and 3 and arrange them in alternate fashion. Then give them time to sew several blocks together. If possible, some students should be able to sew one complete border row.

Step 3 Creating the Quilt's Inner Design

Demonstrate how the quilt's design can be subtly changed by rotating Block 1 blocks. Show the difference between making one rotation, two rotations, three rotations, or a variety of rotations to create the design.

If possible, use a design board to rotate the blocks. Suggest to students that they can use a foam core board, a flannel sheet, flannel yardage, or batting for a temporary design wall. If there is room in class, have them put up their own design wall and then begin rotating their blocks in a manner that most pleases them.

Step 4 Assembling the Rows

If there is time, have students begin assembling the Block 1 rows for the inner design.

Homework

Have students assemble their quilt center and borders. Once the central design has been sewn in place, the side borders may be added. The top and bottom borders can be sewn on last.

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SESSION THREE – FINISHING STEPS

Students bring to class:

Hopscotch in Neutrals pattern, sewing machine & equipment, sewing basket of tools, the completed quilt top, backing fabric, batting, binding fabric, quilting tools (marking implement, thread, needles, etc.), pencil, eraser

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 the previous class.

Step 2 The Quilting Design

Discuss possible design ideas for quilting. Present several possibilities, including simple diagonal grid lines or horizontal and vertical gridlines. You may also present the idea of drawing gridlines with uneven spacing.

Using the assembled wall quilt illustration in the pattern, have students lightly draw in lines for a possible quilt design. If they would like to play with an alternative design, have them draw lines on one of the other quilt illustrations.

Step 3 Making the Sandwich

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

Step 4 The Quilting Stitch

Demonstrate how to quilt, including beginning and ending without knotting.

Step 5 Putting on a Sleeve

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

Step 6 Making the Binding

Demonstrate how to sew the binding strips together. Then show how to sew the binding to the quilt. Give any extra tips you may have.

Step 6 Work Period

If there is time, give students a work period to work on their quilts.

Homework

Have students finish the quilt.

Extra Credit – A Quilt Celebration

If there is interest, set a date for a *Show & Tell* within a few weeks at the store. This should be an informal gathering where the students bring their quilts to share – finished or not. However, a deadline is helpful and a celebration of a finished quilt is fun.

Refreshments in neutral colors would be the treat of the day (e.g. white chocolate, sugar cookies, light chocolate goodies, and nuts).

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