

# *Line Dance*

## *Lesson Plans*

*Joan Wolfrom Designs*

©JWD Publishing 2006

This lesson plan is provided to help you plan a class for *Line Dance*. Use this lesson plan as a guide for presenting the ideas and methods needed to make this quilt. This lesson plan does not have to be followed precisely. Make changes as needed. Also, your ideas and additions are important elements, so be sure to share your thoughts, methods, and advice with your students.

## *Quilt Project Informational Guide*

### **The Quilt Class Project**

Students should be able to make this project in any of the pattern sizes, since the color ideas and techniques are the same, regardless of size. The differences are easy to handle in class.

A quilting class using *Line Dance* can focus on and promote the following skills:

- A. simple piecing techniques
- B. working with value change to create the design
- C. creating dimensionality by promoting a strong foreground and definite background
- D. playing with quilting lines to define foreground and background spaces

### **The Class Schedule**

I have designed this class to be broken into two 4-hour sessions. If you think it will work better for your store to offer a different number of sessions, feel free to do so. Simply divide these concepts into divisions that make the most sense to you. Also, if you prefer to have your classes longer or shorter in length, make that change.

## **Sample Class Description for Your Store's Class Brochure**

*In a four-day class creating this charming quilt of cherries, baskets, and beloved nine-patch, you will be presented with methods to create classic redwork stitchery and nostalgic prairie points, along with effective piecing techniques. Learn tons of tips while having fun making this adorable quilt. Skill level: experienced beginner.*

### **Joen's Sewing Basket:**

Each class requests *Joen's Sewing Basket*, which includes the following items: rotary cutter, rotary ruler (12" x 6"), rotary mat, small scissors, seam ripper, thread, extra-fine pins (eg. Iris or extra-fine glass-head pins), thread, sewing machine needles

## **SESSION ONE— Constructing the Blocks**

### **Students should bring to class the following items:**

*Line Dance* pattern, fabric for quilt top, sewing machine; sewing equipment, rotary cutter/board, gridded ruler (e.g. 6" x 12" or 3" x 18"), and sewing basket of tools and equipment, sewing machine, sewing machine accessories, extension cord

### **Step 1 Introduction to Pattern and Quilt**

Introduce the *Line Dance* quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover, the various instructional guideline offerings, and the tips.

#### **Step 1. Cutting the Floral Bouquet for Unit #1**

Look at each person's floral fabric. Discuss cutting options. Some may prefer to make subtle changes in their bouquets from block to block. Others may want their floral blocks to be cut exactly the same. Demonstrate how to cut the paper pattern for unit 1. Have students do the same. Then show how to place the paper unit onto the backside of the floral fabric bouquet. Have students select several unit 1 fabric bouquets, pin them to the paper unit, and cut out.

### *Step 2. Cutting the Flower Block's Unit #2*

Illustrate how to cut the paper units. Have students cut 4 paper units. Then demonstrate how to measure the appropriate strip width for the two fabrics in unit #2. Have students cut strips from four different fabric for Fabric D shapes and four fabrics for fabric B shapes. Demonstrate how to cut the fabrics for the unit, how to put the fabrics together, and how to pin the pattern unit onto the fabrics. Then have students do the same.

### *Step 3. Sewing the Unit #2 shapes together*

Demonstrate how to sew the shapes together. Also show how to trim the seam allowances with the *Add-A-Quarter* ruler. Next have students sew four units.

### *Step 4. Sewing the Flower Block together*

Demonstrate how to sew the unit #2 corners to the flower bouquet square (unit #1). Have students sew four corners to the flower center.

### *Homework*

Have students construct as many of the flower blocks as they can during the week.

## *Class 2*

Students should bring to class all tools and equipment, including sewing machine, sewing basket tools, completed blocks, fabrics, and paper-piecing units and tools.

### *Step 1. Selecting the Featured Trellis Fabric*

Discuss the featured trellis fabric (fabric C). Have each student show which fabric is her featured trellis fabric. If any fabric seems inappropriate, talk with the student about reconsidering.

### *Step 2. Cutting fabrics for the Trellis Block (Unit #3)*

Illustrate how to cut the paper units. Have students cut out 4 paper units. Then demonstrate how to measure the appropriate strip width for the four fabrics in unit #3. Have students cut strips from four different fabrics for each fabric shape in unit 3. Demonstrate how to cut the fabrics for the unit.

### *Step 3. Sewing the Unit #3 shapes together*

Demonstrate how to sew the shapes together, one step at a time. Students can sew the unit together in any order (B,C,D, B or B,D,C, B). Also show how to trim the seam allowances with the *Add-A-Quarter* ruler at each step. Have students sew fabrics to the four paper units.

#### *Step 4. Sewing the Trellis Block together*

Demonstrate how to sew the four #3 units together. Show how to lay out the four units to form the block. Have them make certain the four Fabric C shapes are correctly placed within the block (see pattern diagram). Then show how to pin and sew two units together. After the units have been sewn together, have the students sew the larger units into blocks. Have the students make a few blocks, making certain that the fabric C shapes are correctly placed.

#### *Homework*

Ask students to complete as many trellis blocks as possible during the week.

### ***Class 3***

Students should bring to class all tools and equipment, including sewing machine, sewing basket tools, completed blocks, paper-piecing units and tools, and border fabric.

#### *Step 1. Sewing the Blocks into Rows*

Show how to pin blocks together for construction. Make certain the blocks are alternated. Have students follow the pattern block plan. However, if a student wants to begin with the flower block instead of the trellis block, one more flower block will have to be made.

#### *Step 2. Work Period*

Have the students construct rows and then pin and sew rows together. Give any construction tips that you think are important.

#### *Step 4. Preparing the Top for Borders*

Discuss the steps needed before borders are put on: taking out the paper-piecing from the blocks, cutting any loose threads, pressing top, pressing seam allowances, etc.

#### *Step 5. Attaching Borders to Quilt Top*

Demonstrate how to cut, pin and sew the border onto the quilt top. Have each student determine her quilt's border fabric(s). Then have students cut, pin, and sew their borders to their quilts. Demonstrate how to miter the borders, pin in place, and hand-stitch the mitered-folds closed with matching thread. Also show how to trim the corner border tails. Discuss and show how to prepare for basting and how to baste. You may want to use the *Border Basics* supplement.

#### *Homework*

Have students cut, pin, and sew their borders to their quilt tops. Have students miter their corners, hand stitch, prepare for basting, and baste.

#### ***Class 4***

Students bring to class: sewing machine, equipment, sewing basket tools, quilt top (with borders), backing fabric, and batting.

##### *Step 1. Select Quilting Design*

Discuss the importance of the quilt's design. Have each student draw at least 2 quilting designs on her small trellis blocks in the instructional pages. Discuss quilting stitches, marking, knotting, and other important aspects of quilting.

##### *Step 2. Basting*

Have students baste the layers together.

##### *Homework*

Have students finish basting their quilts. Then have the students machine quilt as much of their quilts as they can.

#### ***Class 5***

Students bring to class: sewing machine, equipment, sewing basket tools, quilt, and fabric for binding.

##### *Step 1. Binding Techniques*

Discuss binding options—bias binding versus straight-grain binding. Demonstrate how to put on the binding, using both methods. Have students prepare and sew their bindings onto their quilts. Then demonstrate how to make mitered corners.

##### *Step 2. Hand-stitching the binding closed*

Demonstrate how to hand stitch the binding corners and the binding to the back of the quilt.

##### *Extra Credit—A Garden Party*

If there is interest, set a date for a *Trellis Garden Party Show & Tell* for the following month at the store. This should be an informal gathering where the students bring their quilts to share—finished or not. However, it is a helpful deadline and a congratulatory time to celebrate the finishing of a project.