

Under construction

Mi Cabina

Lesson Plans

Designer: Ricky Tims

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Quilt Project General Information

The Quilt Project: *Mi Cabina*

We recommend using the cover quilt, which is the double/queen bed coverlet size, as the class project. However, if a student wishes to make the twin-bed version instead (the inside-cover quilt), that should not be a problem, as the techniques are the same. The difference in the layout will be easy to handle.

Sample Class Description for Your Store's Class Brochure

Please rewrite your class description to fit your store's style and personality. Below is a sample for you to use as a beginning step.

A contemporary Courthouse Steps Log Cabin quilt takes on a new twist in this quilt with its clever design application. This is a perfect quilt for a teenager, a college student, or it can be a welcome sight in a guest room. This fast and fun-to-make quilt gives you the experience to work innovatively with blocks, to play with color, and to experiment with machine appliqué. Skill level: confident beginner/ Class: three sessions

The Class Schedule

This class has been designed to be taught in three 3-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. If your class is small, students can accomplish much in 3 hours. If the class has several students, you may want to increase your class to 3 ½ or 4 hours.

Mi Cabina Lesson Plan

Lesson Plan 1

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SESSION ONE – Constructing the Blocks

Students should bring to class the following items:

Mi Cabina pattern; fabrics for the quilt top, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, new sewing machine needles, seam ripper, etc); sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book)

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 guidelines, tips, the instructions. Show students how they can fold the pattern into 8 ½" x 11" pages, if they wish.

Step 2 Fabric Selection

Discuss fabric selection. Ricky Tims, the designer of this quilt, selected eight dark fabrics eight light fabrics from around the color wheel, moving from yellows to oranges, reds, purples and violets, blues, aqua-blues and teal, green, and spring green. Using the full spectrum of the color wheel provides for a vibrant quilt. If a student wants to limit her color use to analogous colors (colors side by side on the color wheel), she may do so, as long as she has a good range of colors with eight dark and eight light fabrics. Check each person's fabric selection to make certain each has eight light and dark fabrics.

Discuss any fabric hints you think are important, as well as the importance of washing fabrics for bed quilts—and pressing with a dry iron while constructing.

Step 3 Familiarizing Students with the Blocks

Show the students the difference between Block 1 and Block 2. **Block 1** has a light, bright center square and the outer logs are made from dark fabrics. **Block 2** has a dark center and the outer logs are light and bright.

Step 4 Cutting the Fabric

1. Using rotary cutter, mat, and ruler, demonstrate how to cut the fabric yardage into strips with rotary cutter, mat, and ruler, and how to accurately measure the strips into the needed lengths.

2. Have students cut enough Fabric A and Fabric B strips into their need lengths to make at least one of each block.

Step 5 **First Steps in Constructing**

Discuss the importance of pinning. Students should use fine pins for construction rather than the large pins that have other uses. 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. Give any other tips that you think are important.

Step 6 **Sewing the Blocks**

1. Demonstrate how to construct Block 1, sewing two Fabric A strips to the sides of the Fabric B light center square. Then show the next step, sewing the next two Fabric A strips to the top and bottom of the center square. Show the progression of the block, as a set of Fabric B strips is sewn to the sides and top of the block, and then ends with a set of Fabric A logs finishing the block.

Have students make at least one Block 1.

2. Discuss the fact that Block 2 differs from Block 1 because it begins with a dark center square. Have students make at least one Block 2.
3. Give the students a work period, so they can sew as many blocks as possible.
4. Show students how to cut a block in half vertically and horizontally. Then show how to stack the block quadrants (quarters) on the table and pick them up to make new blocks with unmatching quadrants. Show how to sew the quarter blocks together to make halves and the halves to make whole blocks.

Homework

Have students construct twelve of each block, cut them apart, and sew the block quarters together to make the finished blocks.

Students bring to next class:

Remind students to bring the following items to the next class: *Mi Cabina* pattern, constructed blocks, Fabrics A, B, C, and the accent border fabric; rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book). Optional: design-wall material (flannel sheet, flannel yardage, or batting).

Mi Cabina Lesson Plan

Lesson Plan 2

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SESSION TWO – Assembling the Blocks

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 Assembling the Rows

Using the assembly diagram as a guide for each quilt size, show students how to lay out the blocks to create the design. Be certain to tell students they can rotate the blocks as much as they would like to create variety in the color placement. Suggest that the students lay out all of their blocks on a flannel sheet (or wall) before sewing, so that the colors are well spread out and there is good visual balance.

Remind students to use a dry iron. Demonstrate how to pin and sew the blocks together. Provide your favorite tips for sewing blocks together, including pressing, easing in, etc.

Have students sew one row of blocks together. Remind students to press the blocks in opposite directions from row to row and press the rows together in one direction.

Step 3 Making the Quarter-Block Borders

Show how to make the quarter-block border quadrants. Students can decide which fabric combination they wish to use for these block quadrants.

Next, show how to cut the quarter-square setting triangles and the quarter square triangles for the border.

Begin here

Homework

Have students complete sewing the blocks together in rows and sewing the rows together.

Students bring to class

Students should bring the following items to the next class:

Mi Cabina pattern, constructed quilt top, border fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, needles, seam ripper, marking tool); sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book), tracing paper and pencil.

Mi Cabina Lesson Plan

Lesson Plan 3

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SESSION THREE – Adding the Borders & Finishing Ideas

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 Cutting the Border Fabrics

1. Review how to cut fabric for the borders. Have students cut the fabrics for the border.
2. Show how to pin one border strip to one side of the quilt. Show how to pin when easing-in is needed. Explain when using square- corner borders, it's more efficient to sew the side borders first, and then sew the top and bottom borders last.
3. Make certain students set the seams and press the seam allowances outward—away from the quilt's center.

Step 3 Work Period—Assembling the Borders

As time permits, have students work on their borders. Discuss how to put the remaining borders on the quilt, one border after the other.

Step 4 Playing with the Quilting Design

Discuss possible design ideas for quilting. Present several possibilities. Discuss the value of the quilting stitch, as it allows for a secondary design. Have students

play with tracing paper, ruler, and pencil to create design lines. Encourage them to create at least three different designs.

Wrapping It Up

1. Discuss basting the quilt top to the batting and backing. Also, present your favorite binding method. You may include other methods too.
2. Provide any additional tips you may wish to share.
3. If there is interest, set a date for a *Show & Tell* within a few weeks at the store.