

Pizzazz

Class Lesson Plan

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I. Informational Guide

The Quilt Project: Pizzazz

Most quilters prefer to make the cover quilt, so design the class around this quilt. However, students who prefer to make the wall quilt or the twin-bed quilt should be able to do so, since the color ideas and techniques are similar.

The Class Schedule

This class has been designed to be taught in four 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. You may opt to have the sessions scheduled a week apart or you may want to schedule them two weeks apart.

The Teaching Goals for this Class

- A. Students should enjoy making their own beautiful quilts.
- B. Students should become proficient in piecing techniques used for this quilt.
- C. Students will be introduced to finishing techniques applicable to this project: basting, quilting design, marking, and binding application.

A Great Beginning

With the exception of the first session, begin each new session by reviewing the concepts presented and learned from the previous class. After this review, make certain there are no further questions. If one student has a particular problem that cannot be quickly resolved, let her know you will help her during the work period.

II. Class 1

Students bring to class: Pizzazz pattern, traditional piecing template materials, several copies of the paper-piecing pattern units 1 and 2, fabrics for the quilt's first four color groups, sewing machine, sewing equipment, rotary cutter/board, ruler, paper-piecing tools (postcard, add-a-quarter ruler), and sewing basket of tools and equipment, including a fabric-marking tool, thread.

Step 1 Introduction of the Project

Introduce the pattern and its main features. Discuss the different features of the pattern. Ask everyone to read the pattern's first page, most particularly the letter, the fabric suggestions, and the sewing tips. Let students know the block is made with only three seams and the top can be constructed in the traditional method or by paper piecing.

Step 2 Introduction of Fabrics & Color Choices

Introduce the idea of having fabric colors move subtly from one area of the quilt to another. Have students look at the various color options shown on the pattern cover (outer and inner pages). Suggest students group their fabrics in small color groups that subtly move from yellow to violet (or other range). One student's grouping may vary from another's. It's important to have a nice subtle movement from one range to another. Discuss inappropriate fabrics for this design, such as fabrics with strong value changes or fabrics with extraneous colors. Check everyone's fabrics to see if there may be problem fabrics. Make suggestions, whenever needed.

Step 3 Introduction of Cutting Fabrics from Strips Using Templates

Have students make templates for the four shapes (A, B, C, and D) with the template material. Demonstrate the process of making the templates and cutting fabric strips the width of each template and show how to cut shapes from the fabric strips. Have students duplicate this process. Have students cut enough fabric shapes to make one of the quilt's top-row blocks.

Step 4 Introduction of Traditional Methods Used to Sew Units & Blocks

Demonstrate pinning and sewing techniques for sewing the shapes into units 1 and 2. Then show how to sew the two units together to make a block. Have the students repeat this process, making their own blocks.

Step 5 Introduction of Paper-piecing Methods Used to Sew Units & Blocks

Demonstrate how to prepare the two paper-piecing units (AB and CD) for piecing: cutting out the units and folding the inside seam line. Illustrate how to determine the strip width needed for shapes A, B, C, and D.

Discuss the fact that you must work in mirror image when paper-piecing an asymmetrical block such as *Pizzazz*. Demonstrate how to appropriately place the

fabric (in the opposite position as one would think). Have students determine which fabrics will be used for shapes A, B, C, and D in this paper-pieced block. Show a sample block with correctly placed fabrics.

Show how to pin the paper-pieced AB unit onto the two selected fabric pieces. Repeat the demonstration for the CD unit. Have students cut their two units, fold the paper-pieced unit at the seam line, and pin the paper unit to the fabric pairs.

Next demonstrate how to sew the seam on the folded line of each unit. Show how to trim the seam allowance with the *Add-A-Quarter* ruler. Next have students sew each unit seam and then sew the units together to form a block.

After students have had the opportunity to experience both technical methods, each should select her technique of choice.

Step 6 Work Period

Have students separate their fabrics into the first four groups. Then, following the appropriate quilt diagram (b/w or colored), each student can start sewing her quilt's blocks. Have students do as many blocks in their preferred method as time allows. The fabric group number can be represented by one fabric or many fabrics. It depends on the variety of fabrics in the quilter's stash. Answer any questions they may have about the color groups or construction before class ends.

Homework

Have students construct as many blocks as they have time to do during the week. Have them make a goal to work toward making as many blocks as possible. A goal may be to have students make blocks from color groups 1 to 11 for bed quilt or coverlet, color groups 1-9 for *Hot Pizzazz*, and color groups 8-15 for *Cool Pizzazz*.

Class 2

Students bring to class: all tools and equipment, including sewing machine, sewing basket tools, completed blocks, all fabrics, paper-piecing units and tools or templates that are needed for sewing units and blocks.

Step 1 Review Concepts and Techniques Learned Previously; Check Student Progress

Step 2 Introduction to Sewing the Blocks into Rows

Show how to pin blocks together to make rows. Then show how to sew two rows of blocks together. If you have your own personal hints, feel free to share them.

Step 2 Work Period

Have students work on blocks and rows during the work period. Check the students' progress and help any students who need help with selecting fabrics or fabric placement within the quilt. Also, help anyone who needs help with piecing. Have students sew blocks together to create the first row. As a quilter completes a row of blocks, have her sew the rows together.

Homework

Have students work toward finishing their quilt top.

Class 3

Students bring to class: sewing machine, equipment, sewing basket tools, assembled quilt top (or blocks and rows), border fabrics, backing, and batting.

Step 1 Finishing Steps for the Top

Discuss the steps needed before borders are put on: taking out the paper-piecing from the all blocks except those at the outer edges of the quilt top, cutting any loose threads, pressing top, pressing seam allowances, etc.

Step 2 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. Discuss the difference between squared borders and mitered borders.

Demonstrate how to sew both squared and mitered borders. You may want to use the *Border Basics* supplement included in the pattern. Show how to 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 the three layers together.

Step 3 Select Quilting Design

Discuss the importance of the quilt's quilting design. Look at the options shown on the pattern's cover and on page 4. Have each student draw at least 2 quilting designs on a block copy. Discuss quilting stitches, marking, knotting, and other important aspects of quilting.

Homework

Have students finish the border, baste the layers, and quilt as much of the quilt as possible.

Class 4

Students bring to class: sewing machine and its equipment and tools, sewing basket of tools, the quilt (or its parts), and fabric for its binding.

Step 1 Binding Techniques

Discuss binding options—bias binding versus straight-grain binding. Demonstrate how to put on the binding, using your favorite method. Show other methods, if you wish. Have students prepare and sew the bindings to their quilts.

Step 2 Hand-stitching the binding closed

Demonstrate how to hand stitch the binding to the back of the quilt. Also, show how to hand stitch the corners, if necessary, and any other areas that remain unsewn.

Step 3 Work Period

Give students a work period. During this time check with each student to see if she has questions or needs help.

Extra Step

If you want to demonstrate putting on a sleeve while adding the binding, feel free to do so.

Extra Credit—A Pizzazz Celebration

If there is interest, set a date for a *Pizzazz 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, a deadline is helpful and a celebration of a finished quilt is fun.