

Reflections on the Pond

Class Lesson Plan

Joen Wolfrom Designs

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Beginning Thoughts

This lesson plan is provided to help you plan a class for *Reflections on the Pond*. 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.

The Quilt Project: Reflections on the Pond

Reflections on the Pond can be made as a wall quilt, a lap quilt, a twin/double bed quilt, or a queen/king bed quilt. This class can accommodate students who are interested in making any of these quilts. The fabric selection and construction techniques are the same, regardless of the quilt size.

Sample Brochure Class Description

Create this simple, yet beautiful, quilt for your home in soft, subtle garden colors. By using wonderful blends of fabrics ranging from flashes of soft yellows to rich violets, you will create lovely imagery of a garden reflection on a pond. Select the quilt size of your choice for your lovely garden quilt: wall, lap, double-bed, or queen/king bed.

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.

SESSION ONE – GETTING STARTED

Students should bring to class the following items:

Reflections on the Pond pattern, sewing machine & equipment, sewing basket of tools (including pins, scissors, seam ripper, etc.), rotary cutter & cutting board, ruler, pencil, thread, and fabrics for at least the first 16 fabrics (working from the center outward).

Assessing the Class and Its Needs

Unless you have advertised this class as making a specific sized quilt, determine at this time which students are making which quilt (wall, lap, double, or queen-king), so you are aware of the different goals, fabric needs, and the homework assignments for each student.

Step 1 Fabric Selection

Make certain students have read the *Greetings, Thoughts about Fabric*, and the *Fabric Selection Suggestions* on the pattern's page 1. Discuss with students the idea of selecting fabrics that will blend into a beautiful quilt. Subtle value and color changes make this quilt's beautiful design. The soft blues, greens, blue-violets and violets give the quilt its serene feeling. The yellow greens and very soft yellows give the quilt the warmth and special interest.

Familiarize everyone with the quilt's center design, which uses the first 16 fabrics. Have each student place the quilt's first 16 fabrics on her table, overlapping them, beginning with the center fabric on the left (fabric #1) and ending with fabric #16 on the right. Fabric #1 should be an interesting fabric that incorporates as many different colors within the total range as possible. Fabric #12 will be the quilt's darkest fabric. Fabrics #13-16 lighten subtly from fabric #12, one fabric at a time. Fabric #16 will be the lightest of the group, yet it will still be a middle-valued fabric. Check each person's fabric selection, making certain there is enough value and color contrast in this center section. Also, make any suggestions you think are important.

Have students number each fabric from 1-16. An easy way to keep fabrics in order is to have each student pin a numbered piece of paper onto one square of each fabric (e.g. #1 pinned on a square of fabric #1). Then line up these squares in numerical order. This can be used for a quick reference.

Step 2 Cutting Squares from Strips

Explain that this quilt is made primarily from $3\frac{1}{2}$ " squares. Show students how to cut $3\frac{1}{2}$ " fabric strips, selvage edge to selvage edge. Then show students how to crosscut the strip into squares (an illustration is shown on pattern page 2). If you have extra tips or hints, please share here. For instance, I straighten my fabric and cut my fabric strips with a T-square for high accuracy. If I were teaching this class, I would demonstrate how to use a T-square, straighten fabric, and cut my strips with my T-square and ruler at this time.

Have students cut the designated amount of strips requested for each of fabrics #1, 2, 5, 8, 9, 10, 11, 12, 13, 14, 15, and 16. Then have students make $3\frac{1}{2}$ " squares from one strip from each fabric.

Step 3 Cutting Half-square Triangles from Strips

Introduce the quilt's center area where half-square triangles are used to further blend the fabrics and create additional interest. Demonstrate how to cut half-square triangles from strips by first cutting $3\frac{7}{8}$ "-wide strips. Then show students how to crosscut the strip into squares. Finally, show how to cut each square into two half-square triangles from one diagonal corner to another. Share any tips or hints you have for cutting half-square triangles. The more technical options you give students, the more choices they can make.

Have students cut the designated amount of $3\frac{7}{8}$ "-wide strips for fabrics #3, #4, #6, and #7. Then have students make the designated number of half-square triangles needed for each of these fabrics, as noted in the pattern.

Step 4 Sewing the Half-square Triangles Together

Demonstrate how to sew the half-square triangles together. Discuss the advantages of pinning AND using a dry iron with bias edges, which are prevalent in these triangles. While demonstrating, show how to work in assembly-line fashion. If you prefer to work in another manner, show students your preferred technique.

Have students make their half-square triangle units of fabrics #3 and #4 (16 units), fabrics #4 and #6 (8 units), and fabrics #6 and 7 (24 units). Show how to set the seams and press the units. Have students use the quilt diagram for a reference.

Step 5 Sewing the Center-Design Squares and Units into Horizontal Rows

Have students begin with the two horizontal center rows. Have each student line up the fabric squares (including sewn units) in the proper sewing order for each row, making certain the half-square triangle units are placed to match the quilt's reference diagram. In class, students will begin by laying out 16 squares in the two horizontal center rows.

(Note: If desired, any student who is making a large bed quilt and has brought all of her fabric, can cut and sew her entire center horizontal rows instead of only sewing the center 16 squares.)

Have students pin the squares (and triangle units) in pairs. Then have them sew these pinned units together in assembly-line method. Set the seams. Continue the process until the entire row is sewn together: pinning, sewing, unpinning, and setting the seams.

When the two center rows are completed, pin and sew them together. Show how to pin the rows together, matching the intersection points. Press the seams for each row in opposite directions.

Have students continue working, selecting another horizontal row to sew together, continuing until the work period is over. Before class ends, have students pin their completed rows on the wall to assess. If you see any problems, this is a really good time to make changes.

Homework

Have students work on the construction of their quilt top. If possible, ask if they could complete sewing the center sixteen rows.

SESSION TWO WORKING ON THE TOP

Students should bring the following items to class:

Reflections on the Pond pattern, sewing machine & equipment, sewing basket of tools (including pins, scissors, seam ripper, etc.), rotary cutter & cutting board, ruler, pencil, thread, and all fabrics needed for the top. (Fabrics that have been used and are no longer needed can be kept at home.)

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review the concepts from previous week. Check on each student's progress.

Step 2 Cutting Fabric for Next Part of the Quilt Top

Students who are making wall quilts will have already cut all fabrics needed for their quilts. Students making lap quilts will be cutting strips from fabrics #17-#19. Students making double-bed quilts will be cutting strips from fabrics #17 - #28. Students making the queen/king bed quilt will be cutting strips from fabrics #17 - #30.

Step 3 Work Period

Have students sew the squares into horizontal rows, following the pattern diagrams.

Step 4 Optional Border

A border is optional with *Reflections on the Sound*. A border can be made from one fabric or it can be pieced from a variety of fabrics. Since this quilt's design is made primarily from squares, a squared-corner border is recommended. Please discuss border applications. Show how to cut border strips and how to sew border strips to the quilt top. Refer to the border instructions in the pattern. Have students prepare borders for their quilts.

Step 5 Finishing Steps for the Top

Discuss the importance of cutting loose threads, pressing the seam allowances, and doing a final pressing of the quilt top.

Homework

Have students finish the quilt top, including the border, if one is to be added.

SESSION THREE BASTING, MARKING, QUILTING

Students should bring the following items to class:

Reflections on the Pond pattern, sewing basket of tools, basting materials and tools, backing material, batting, pins, scissors, pencil, paper, ruler, sewing machine & equipment.

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries or problems. Review the concepts from previous week. Check on each student's progress.

Step 2 The Quilt Design

Discuss the importance of the quilting design. Many ideas may work equally well. Have students have a drawing time, just playing with different ideas that may work on their quilts. Each student should try to design at least three options. Tell students they can ponder these designs and others they may want to play with at home before actually marking the quilting lines. Discuss how to mark the quilting design on the quilt.

Step 3 Preparing the Backing Fabric

Discuss how to sew the fabrics together to form the backing. Talk about piecing the fabrics from large scrap fabrics, if the quilter wishes to do so. Discuss cutting off the selvage edge before seaming the fabrics together. All seams should be set and opened. Have students piece their backing fabrics together.

Basting

Discuss the different tools and methods for basting: spoon basting, safety-pin basting, etc., basting on a frame, basting on a table, etc. You may wish to discuss any good and bad points of the various types of basting methods and tools you discuss. Explain your favorite method, if you wish.

Homework:

Have students baste their quilt tops to the backing and batting. If possible, quilters can mark some (or all) of their quilting design on the quilt top.

SESSION FOUR THE FINISHING STEPS

Students should bring the following items to class:

Reflections on the Pond pattern, their basted quilt, sewing basket of tools, binding materials and tools, pins, scissors, thread, sewing machine & equipment

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries or problems. Review the concepts from previous week. Check on each student's progress.

Step 2 Quilting

Demonstrate various quilting techniques. Give a demonstration showing how to machine quilt (simplified version). Discuss thread, needles, recommended feet, foot plate, etc.

Step 3 Work Period

Have students begin quilting a section of their quilt's design.

Step 4 Binding

Discuss binding options. Demonstrate how to make the binding: how to cut the strips and how to sew the strips together, etc. Show your favorite binding method. If you wish, show another method for variation. Demonstrate how to hand stitch the binding to the back of the quilt.

Step 5 Quilt Sleeve

Also, show how to make a quilt sleeve and how to sew it onto the quilt with the binding.

Extra Bonus

If there is interest, set a date for a *Quilt 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.