

Memories of Monet

Lesson Plans

Designer: Joen Wolfrom

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Quilt Project General Information

The Quilt Project: *Memories of Monet*

If your shop generally provides classes using small projects, then we recommend featuring the nine-block wall quilt for your project. However, if your shop likes to encourage quilters to make larger quilts, then we suggest having the students make the cover quilt, which is a coverlet.

It should not be a problem if a student wishes to make a different quilt size than the class project, as the differences should be easy to handle in class. Students who make a larger quilt will have more homework; students who make a smaller quilt will have less homework.

Sample Class Description for Your Store's Class Brochure

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

Memories of Monet will look stunning on your bed or wall. Create this beautiful traditional quilt in garden colors in the size you wish. This quilt shimmers with illusionary circles and four-pointed stars. This quilt gives you the opportunity to work with value to create wonderful design elements. Choose to make a wall quilt, a coverlet, or a queen-bed quilt for your project. Skill level: confident beginner/intermediate.

Class: three sessions

The Class Schedule

This class has been designed to be taught in four 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.

Memories of Monet Class Teaching Goals

Technical Skills:

As students make this quilt, they should be able to increase their technical skills in the following ways:

- (1) working with two-block designs;
- (2) working with units;
- (3) working with square borders;
- (4) playing with quilting designs.

Visual Skills:

This quilt gives students the opportunity to explore the use of value (the lightness or darkness of a color) in a quilt's design. Students will find that they can create a stunning quilt when they divide their fabrics into value groups and then assign each fabric value group a specific place in their quilt's design. Students will learn that a beautiful design can be created when the values subtly change between design layers—the foreground, any middle layers, and the background.

Memories of Monet featured fabric uses greens, aquas, blues, and red violets. These colors are repeated in all the design's layers, but in each layer the colors' values and tonality change. As each design layer moves away from the foreground, the fabrics need to be lighter in value, grayer in its coloring, and it needs to be less pronounced in its design or texture. This is an amazing concept to incorporate in a quilt. *Memories of Monet* gives students this experience.

In summary, this quilt's design is created with:

- (1) The four-pointed stars (foreground) are created by using fabrics with the strongest colorings with the most pronounced details or textures. In the cover quilt, the stars' colors range from strong, rich greens to red-violets.
- (2) The subtle diagonal design (middle ground) uses the same coloration as the foreground stars. However, the fabrics selected for this area are lighter in value, grayer in coloring, and have less distinctive details than the foreground fabrics. By going lighter, grayer, and less distinct, the diagonal lines appear to lie behind the four-pointed stars.
- (3) The quilt's background uses the same color range as the stars and diagonal designs. However the fabrics for this section need to be much lighter in value, more grayed in coloring, and they should have little or no noticeable detail in their designs. By using these types of fabrics, the background will recede from both the foreground and the middle ground.

Students should find this is a wonderful way to work with fabric, as there is not only great harmony in the quilt, but wonderful, illusionary dimensionality.

Memories of Monet Lesson Plan

Lesson Plan 1

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SESSION ONE – Constructing the Blocks

Students should bring to class the following items:

Memories of Monet pattern; fabrics for the quilt top, rotary cutter, mat, ruler; template material; 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)

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. The designer of this quilt used an extended analogous color plan with colors ranging from chartreuse to red-violet. However, these colors were chosen from the colors included in the featured fabric, a garden fabric. So, students should pull out the colors from their featured fabric and then select many fabrics in these colors with a range of value.

The important element in this quilt is the use of value (the lightness and darkness of a color). There are distinct value changes in this quilt, so make certain everyone has a variety of fabrics in different hues.

Have each person put their fabrics in fabric groups, in order to clarify which fabrics will be used for which shapes in the design. Check each person's fabric selection to make certain the fabrics work well together and the fabric placement provides for the value contrast needed for each element.

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.

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Step 3 Familiarizing Students with the Blocks

Familiarize the students with the two main blocks used for this quilt's design. Have students look at the block diagrams and the quilt photo of the size quilt they are making. Show students how the blocks are placed within the quilt to create the design. The block construction is very simple, but because the design blends so well it can be difficult to tell exactly where one block ends and the next one starts.

Step 4 Cutting the Fabric

1. Using rotary cutter, mat, and ruler, demonstrate how to cut the fabric into strips and the strips into the needed shapes.
2. Have students cut enough fabric strips, so that at least one of each block can be made. Then have students cut the strips into the needed shapes.

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 by first showing the different units in the block. Then show how the units fit together with easy construction. Have students sew one of each unit for Block 1. If time permits, have the students sew enough units to make one block.
2. When the first student is ready to begin working on Block 2, show the class the two units needed for this block. Show students how to make a template for Pattern Piece 1 and how to cut two triangles from a rectangle. Have students make one of each unit. If time permits, have students make at least one Block 2.

Note: Although paper-piecing is not mentioned in the pattern, if your shop teaches paper-piecing and you wish to add this technique to your student's repertoire, you can demonstrate how to make a paper-piecing unit with Pattern Piece 1 and the rectangular triangles on either side for the four units in Block 2. If a student decides to paper-piece, make certain they use the tools that make paper-piecing easy: paper-piecing paper, the add-a-quarter-ruler, strips of fabric, and a postcard for creasing inner sewing lines.

3. If any student is making the queen-bed quilt, show how Block 3 and Block 4 are partial blocks of Blocks 1 and 2.

4. If someone is making the queen-bed quilt in class, introduce Blocks 3 and 4, as these are partial blocks of Blocks 1 and 2 for this quilt size.

Homework

Have students construct the number of Blocks 1 and 2 needed for the size quilts they are making. If a student is making the queen-bed quilt, then they need to make the needed amount of Block 3 and Block 4 too.

Students bring to next class:

Remind students to bring the following items to the next class:

Memories of Monet pattern, constructed blocks, fabrics, 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).

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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. 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 arrange the blocks as seen in the assembly diagram. Have the students sew the blocks into rows. Make certain they press the block seams in alternate directions from row to row. Remind students to press the seams in one direction when sewing rows together.

If there is room in the classroom, have students place their pieced rows on a flannel board, so they can see their progress.

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:

Memories of Monet 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, mechanical pencil, and fine (thin) ruler.

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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. Also, show how to pin when easing-in is needed. Explain that it's more fabric efficient to cut and sew the side borders first and then sew the top and bottom borders last when using square- corner borders,.
3. Make certain students set each seam 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 place a piece of tracing paper over the pattern's colored picture of the quilt they are making. With fine ruler and pencil, have students begin playing with design-line possibilities. Encourage students to make at least three different quilting designs.

Have students share their traced quilting ideas, as this will broaden their experience in developing quilting designs. Let students determine their own favorite design.

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 class gathering at the store within a few weeks after class has finished. Students should bring their quilts, finished or not. Many people need deadlines to complete a project and having an informal gathering at the store will give incentive to finish.

Also, if anyone has any questions, provide some time to discuss the answers. It is really helpful to give students the opportunity to show their finished project and discuss the learning that has taken place while working on the quilt.

It's a good idea to have this gathering at a time when new classes, fabrics, and projects are available for consideration. This gathering can be a time when you spend a few minutes describing one or two future projects and the types of classes being offered for these projects.

Have a great class!