

Gwenny's Flower Bouquet

Four-Class Lesson Plan
The Gwen Marston Collection
©JWD Publishing 2005

General Information

The Quilt Project: Gwenny's Flower Bouquet

The pattern for *Gwenny's Flower Bouquet* gives three size options: a one-block wall quilt; a four-block wall or lap quilt, and a nine-block twin or double bed quilt. We believe this class should allow each student the flexibility to make the quilt size that best suits her needs. Therefore, people could be working on different sized quilts in class, but they will be working from the basic design.

Suggested Sample Class Description for Your Store's Class Brochure

Feel free to write your own class description or use this one:

With this charming flower bouquet, create this easy folk-art quilt for your home. This Gwen Marston design can be made as a one-block small wall quilt, a four-block large wall or lap quilt, or a nine-block twin- or double bed quilt. This project may be machine or hand appliquéd. Skill level: beginner

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.

Gwen's Folk-Art Philosophy

If you know Gwen Marston, then you know she likes the idea of hassle-free appliqué. She believes appliqué should be carefree, adaptable, and fun. Folk-art appliqué began as free-form appliqué, thus no patterns were used. Gwen prefers students continue this tradition whenever possible. Therefore, she promotes the idea of people cutting the shapes free-hand. Additionally, she wants quilters to play with the placement of the shapes on the quilt's background. Individual differences are always welcome. Gwen would be happy if quilters choose to add more leaves or flowers. Also, she likes the idea of quilters changing the directions of flowers, stems, or leaves. She promotes the idea of a quilter making any design adaptations she wishes.

Gwen's preferred technique is needle-turn appliqué. She believes it is an easy method to learn. If possible, Gwen would prefer this technique be featured in class, although she welcomes other techniques be introduced too. Gwen appliques and quilts by hand. Traditionally, folk art quilts are done by hand, but options are important to today's quilters. Thus, introducing both hand and machine appliqué techniques may be very important to your clientele. A person who loves folk art quilts, but doesn't have the time or desire to make one by hand, should be encouraged to create her quilt by machine. .

If you would like to learn more about Gwen's appliqué philosophy or specific techniques, please refer to her new book *Classic Four-Patch Appliqué Quilts*, which is published by C & T Publishing (2005)

Gwen's Flower Bouquet

Session One: Fabrics, Techniques, Bias Strips,

Students should bring the following items to class:

Gwen's Flower Bouquet pattern, sewing basket of tools (including pins, needles, scissors, etc.), background fabric, stem fabric and matching thread, vase fabric and matching thread, rotary cutter & cutting board, ruler; Optional: if you use a machine to make bias stems: sewing machine & equipment for basting bias strip.

Step 1 Introduction to Pattern and Quilt Project

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover quilt options, the cutting instructions, the thoughts about fabric, the various instructional guideline offerings, and the tips and suggestions located throughout the pattern.

Step 2 Fabric Choices

Discuss the fabric choices available. If a quilter wants to make a traditional folk-art quilt, she may want to use reproduction fabrics and a white or off-white background fabric. She may prefer the wonderful selection of calicoes available now, or she may use very non-typical fabrics for a more contemporary look. The decision should depend on the quilter's individual preference. Also discuss fabric tips and suggestions you wish to share. A quilter may work within Gwen's fabric colors or she may make her own color choices. (Refer to *Thoughts about Fabric*.)

Step 3 Design Style and Layout

Discuss the spontaneity of folk art quilts. Their style is not one of exactness or perfection. The attitude is one of relaxed charm. The quilter may opt to use the drawing layout provided by Gwen in the pattern or she may set the design elements in her own individual way. Remember to suggest to the students that pattern, fabrics, and colors all may change from one block to another.

Step 4 Order of Working

Discuss the order of placement of shapes— and how one makes the choice. In this pattern the stems will be appliquéd first; then the vase. Generally, the largest shapes are appliquéd first; the smallest items last. However, that is not always the case. As shown in the tulip, the small petal F should be appliquéd prior to the larger G shape. Share any tips or thoughts you may have on the subject.

Step 5 Bias Strip Stems

Demonstrate how to make a bias strip. Show your own favorite technique or use Gwen's technique. Have students make their own bias strips. Refer to Appliquing the Blocks #1 and the gray box with tips for Gwen's easy method.

Step 6 Appliqué Technique

Discuss needles, thread options, thread length, and other appliqué details you feel are important. Demonstrate the needle-turn appliqué technique that Gwen uses in her folk art quilts. Have students practice this technique on a stem. Show any other appliqué technique you believe is easy to use.

Step 7 Placing the Stems on the Background

Show students how to prepare background for easy placement by folding the background fabric in half vertically, horizontally, and diagonally. Have students pin the bias stems onto their backgrounds. Give students a work time to appliqué.

Step 8 Placing the Vase on the Background

Have students cut out the vase (fabric A) and pin it in place. Offer a work period, if time permits.

Step 9 Placing the Leaves on the Background

Have students cut out and pin the leaves in place (fabric B--1 fabric or multiple fabrics). Give students a work period, if time permits.

Overview and Homework

Answer any question students may have. Students should attempt to appliqué stems, the vase, and leaves prior to the next class.

Gwenny's Flower Bouquet

Session Two:

Appliquéing the Large Flowers & Leaves

The Gwen Marston Collection
©JWD Publishing 2005

Students should bring to class the following items:

Gwenny's Flower Bouquet pattern, sewing basket of tools (including pins, needles, scissors, etc.), in-progress quilt top, flower fabrics and matching thread. Any students who are machine appliquéing their quilts should bring their sewing machine, tools, extension cord, and other necessary sewing items.

Step 1 Appliquéing the Large Flower Shapes

Discuss the folk art tradition of cutting the fabric shapes freehand— without using a pattern piece. Encourage students to make their own basic flower and leaf shapes. Demonstrate how to cut shapes from the pattern, however, for those students who prefer to use the pattern shapes. Have students cut out the large flower shapes C and D and pin them in place on the quilt's background. Have students begin appliquéing these shapes to the background.

Step 2 Appliquéing Leaves onto the Background

Demonstrate how to sew the leaves onto the background. Have student position leaves onto the design. Have students appliqué at least one leaf.

Step 3 Reverse Appliquing the Calyx (piece F)

Demonstrate how to make the reverse appliquéd calyx pieces. Have students cut out flower pieces E and F. Have them reverse appliqué one calyx to its flower.

Step 4 Appliquing Berries onto the Background

Demonstrate how to sew the berries onto the background. Have each student appliqué at least one berry to the background.

Step 5 Appliquing Centers to Flowers

Demonstrate how to sew the centers to the three large flowers. Have each student appliqué at least one center to its flower.

Overview and Homework

Answer any question students may have. The class goal would be to have each student attempt to complete her quilt top prior to the next class.

Flower Pot Parade

Session Three:

Sashing, Cornerstones, Border

The Gwen Marston Collection
©JWD Publishing 2005

Students bring to class:

Flower Pot Parade pattern, sewing machine & equipment, sewing basket of tools, ruler, pencil, and sewing thread, in-progress quilt top, sashing and cornerstone fabrics, bias vine fabric, border fabric.

Step 1 Review Concepts and Techniques Learned Previously

Review techniques presented in last session. Ask if there are any questions or if anyone had any problems with the homework. Resolve any problems prior to beginning next steps.

Step 2 Sewing the Sashing and Cornerstones to the Blocks

Have students cut their sashing and cornerstone shapes. Demonstrate how to sew the sashing, cornerstones, and blocks together (refer to *Assembling the Quilt*). (The small one-block wall quilt uses no sashing or cornerstones.) Have students sew the sashing and cornerstones to the flower blocks.

Step 3 Sewing the Border to the Quilt

Have students cut their border strips. Demonstrate how to sew the border strips to the quilt top using the *squared-corner* method. Have students sew their borders onto their quilts.

Step 4 Sewing the Bias Vine onto the Border

Have students pin or baste the bias *vine* onto the four border strips. If students do not have enough left-over bias fabric, they should prepare additional bias strips for the border vines.

Step 5 Sewing the Leaves to the Vine

Have students baste or pin the leaves along the vine. They can refer to the inside cover quilt borders for leaf placement. They may add more leaves or they can use fewer leaves.

Step 6 Overview and Homework

Answer additional questions and demonstrate any techniques students wish to have reviewed. Ask students to come to class with their quilt tops basted together with batting and backing.

Flower Pot Parade

Session Four:

Quilting and Binding

The Gwen Marston Collection

©JWD Publishing 2005

Students bring to class:

Flower Pot Parade pattern, sewing basket of tools (including pins, scissors, seam ripper, etc.), pencil, the quilted sandwich, quilting tools (marking implement, thread, needles), paper, ruler, and any other quilting tool a student would want to bring.

Step 1 Review Concepts and Techniques Learned Previously

Review techniques presented in last session. Ask if there are any questions or if anyone had any problems with the homework. Resolve any problems prior to beginning next steps.

Step 2 The Quilting Design

Discuss quilting techniques and design ideas. Show how to mark the quilting design. Have students play with quilt design ideas. Demonstrate how to quilt. If you want students to practice machine quilting in class, then make certain they bring their sewing machine and all needed tools and equipment for quilting by machine. If there is time, you can give students a work period to draw the quilting design and begin quilting.

Step 3 Making the Quilt Sandwich

Discuss batting options, so students may choose their batting wisely. Demonstrate how to baste the backing, batting, and quilt top together. If possible, show or describe two or more basting techniques, including spoon-baste (using thread, needle, and teaspoon). Demonstrate your favorite method. Give any of your own favorite tips.

Step 4 Putting on the Binding

Demonstrate how to cut fabric for a binding. Then show how to pin and sew the binding to the quilt. Show all other finishing steps, such as making a quilt sleeve.

Step 5 Putting on a Sleeve

Discuss and demonstrate how to prepare a sleeve for a wall quilt.

Overview and Homework

Have students finish their quilts.

Extra Credit—A Flower Pot Parade Celebration

If there is interest, set a date for a *Flower Pot Parade* celebration and *Show & Tell* within a few weeks 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. Cookies and a beverage will be a nice addition to the celebration.