

Joen Wolfrom Designs  
*Autumn Splendor*  
*Lesson Plans*

*I have designed this class into four 2 to 3-hour sessions. If you think it will work better for your store to offer a different amount, feel free to do so. Simply divide these concepts into divisions that make the most sense to you. If you prefer to have your classes longer or shorter in length, make that change too. This lesson plan does not distinguish between projects (wall, coverlet, or double-queen bed). If everyone is doing the same project, the class will be easier. If each student determines her individual project, adjust your color and construction instructions accordingly.*

**A Beginning Note—**

To save paper I have omitted from each class the initial review and problem-solving time that should begin all but the first class. Begin class by reviewing the concepts presented and learned from the previous class. After this review, ask if anyone has a question or had a problems with her project or homework. Problem solve these issues before beginning the new class concepts.

**Class 1**

Students bring to class: pattern; pre-washed fabrics A-J, N; sewing machine; sewing equipment, rotary cutter/board, and sewing basket of tools and equipment.

*1. Fabric Selection*

Discuss the ideas presented in *Thoughts about Fabric* and the specific fabric assignments. Introduce the idea of having fabric colors move subtly from one area of the quilt to another. Have a selection of fabrics for each fabric assignment to show the class. Check everyone's fabrics to see if there may be problem fabrics. Make suggestions, whenever needed. The cover quilt uses brilliant yellow-greens, chartreuse, and lime greens in the center area for the background. However, another background color can be used, if a quilter wished. Generally, there is a strong difference between the background and the foreground in color and value in most areas of the center area.

*2. Introduce Cutting Techniques for traditional piecing with fabric strips*

This quilt is made entirely from half-square triangles and squares. Show how to cut strips for these shapes, discussing the seam allowance requirements for each shape and its strip. Then demonstrate how to cut the half-square triangles and squares from these strips.

Have students cut fabrics for pattern steps #1-5. They should cut several different fabrics for the background, as well as fabrics D, E, F, and G.

*3. Sewing Units*

Before students begin sewing, demonstrate proper pinning, sewing techniques, and pressing (including setting the seam).

### Check unit numbers of accuracy with pattern

Have students begin sewing the following:

Step 1 unit (center unit)

Step 2 unit (make one in class)

Step 3 unit (make one in class)

Step 4 unit (make one in class)

Step 5 unit (make one in class)

Step 6 unit (make two in class)

Step 7 unit (make three in class, if there is time)

Step 8 un

### *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 should bring to class all tools and equipment, including sewing machine, sewing basket tools, completed blocks, fabrics, paper-piecing units and tools or templates, etc.

#### *Step 1. Introduce Sewing the Blocks into Rows*

Show how to pin blocks together for construction. Have students sew blocks together to create the first row. As each row is completed, have the student sew it to the sewn rows.

#### *Step 2. Work Period*

Have the students make as many blocks as possible, so that other rows can be completed. Check the students' progress and help any students who need help with selecting fabric or fabric placement within the quilt. This class should be a work period where you check to make sure techniques and fabric selection are going smoothly for each student.

### *Homework*

Have students try to finish their quilt's blocks. They should attempt to finish their quilt top.

### **Class 3**

Students bring to class: sewing machine, equipment, sewing basket tools, assembled quilt top, 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 blocks, 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. Demonstrate how to miter the borders, 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. You may want to use the *Border Basics* supplement.

*Step 3. Select Quilting Design*

Discuss the importance of the quilt's 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 border, baste the layers, and quilt as much of the quilt as possible.

**Class 4**

Students bring to class: sewing machine, equipment, sewing basket tools, quilt, and fabric for binding.

*Step 1. Binding Techniques*

Discuss binding options—bias binding versus straight-grain binding. Demonstrate how to put on the binding, using both methods. Have students prepare and sew their bindings onto their quilts. Then demonstrate how to make mitered corners.

*Step 2. Hand-stitching the binding closed*

Demonstrate how to hand stitch the binding corners and the binding to the back of the quilt.

*Extra Credit—A Pizazz Celebration*

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