

Class Plan

From *Hari Walner's Continuous Line Quilting* by Hari Walner

Class Description

- This ½ day class focuses on sizing patterns and beginning free-motion quilting

Class Length

- ½ Day Class (2½ —3 hours)
- You can offer this class as an all-day class by adding these simple aspects: Suggest that students try a couple of the background stitches to add beauty to their project(s). You will need to ask them to bring a couple more “practice squares” (see supply list). You can also make a small model of the “diagonal corner” that is shown on page 13 and illustrated step-by-step on pages 14 and 15. This corner is unique, very useful, and simple to make and always square. When students see how easy it is, they love using it.

Class Supplies

- Required Text: [*Hari Walner's Continuous-Line Quilting Designs*](#)
- Marking pen(s), pencil(s)
- Thread for machine quilting
- Safety pins
- Batting
- Small scissors
- New sharp needle (jeans/denim (size 80) or quilting needle (size 80))
- A small, simple calculator

Classroom Preparation

- Tables for sewing machines, chairs, electrical supply
- Copy machine with enlargement/reduction capabilities.
- Sewing machine with a portable extension table and free motion quilting foot for each machine.

Student Pre-Class Preparation

- Prepare a *simple* pieced project (suggestions attached), batting 2” longer and 2” wider than pieced project, and backing for project.
- For the area(s) to be quilted, please use fabric that is a light/medium color solid or subtle tone-on tone. This will make marking much easier.
- If you don't have time to prepare this, bring a piece of fabric about 12” x 30” with batting and backing. Do not make a quilt sandwich with any of this. A cotton/poly blend batting is a nice weight for machine quilting. A practice sandwich, 10-12” square with batting and backing. Simple muslin will do here.
- Option. If there is time at the end of class, and you need help selecting a quilting design/designs for a finished top, bring it with you and let the teacher and other

students brainstorm with you and help you find designs from the book that would work. Ask your teacher if this would be appropriate.

Instructor Preparation

- It helps if the teacher can demonstrate free motion quilting, even if on a basic level. (See free-motion tips in book, pages 6 and 7, especially tips number 4, 7 and 8. The warm-up tip at the bottom of page 7 can also help.)
- It is most helpful for the teacher to have read the book and looked at the patterns before class. (There is not a lot of text so this won't take long.) Especially helpful is for the teacher to be somewhat familiar with the directional diagrams that accompany the designs, and to understand what makes a design easier to stitch (page 8). That may help the teacher to guide students who may ask for help in selecting a design to quilt.
- The teacher should also understand the enlarging/reducing chart and how to use a calculator to resize any pattern (page 108).
- A stitched sample of one of the designs in the book. Remember what batting you used in this sample. You may be asked what it is.
- Prepare a simple quilt sandwich with light/medium solid fabric and mark it with a design from the book. Use this to demonstrate free-motion quilting. Have your own machine set up with a free-motion foot, full bobbin, new needle, thread you intend to use.

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Class Outline

- Explain what a continuous-line quilting design is and why the continuous-line concept is useful when machine quilting or hand quilting (greatly reduces the times you must stop, tie off, and start again. Point out that there are 80 designs in the book, 35 being matching blocks and borders. Also point out that for each design there is a photo of a stitched example of that design.
- Briefly demonstrate free-motion quilting.
- Ask students to look at the designs in the book and select one to stitch in their project. Photos of the stitched examples, in the book, might help them select a design. Set a time limit for this, or you will be there until the next solar eclipse. Suggest to students that they carefully look at the directional diagram that accompanies each design. This will help them make their selection. The Easy Find Design Index (pages 108-110) is helpful to glance at all the designs easily.
- Explain how to enlarge or reduce a design to fit the space to be quilted (page 108). Also show how to use the enlargement/reduction chart. If your shop/classroom does not have a copier that enlarges and reduces, please ask your students to select a design that fits. (Remind them that this is practice.) Even if the design they select is a good size for their project, be sure they all understand how to resize in the future. If they forget, refer them to page 108 in the book.
- If you have a copier in the shop/classroom that enlarges/reduces, show the students how to use it and let them resize their chosen design if needed.
- Suggest using the practice square sandwich students brought to class and warm up by marking and stitching this practice square first. During this warm up teachers often get meaningful questions. Be available. The stitching tips on pages 6 and 7 might help.

- When a student has a chosen design sized for their needs, suggest that when they mark the design on their fabric, they follow the arrows as shown in the directional stitching diagram. *Mark it the way you will stitch it.* This will help them understand the design and will make stitching easier.
- For ideas on background quilting, suggest reading pages 102 – 105. A stipple quilting technique is explained on page 104.
- If a student has difficulty staying on the line while stitching, remind them to *not* look directly at the needle while they are stitching. Instead, look “down the road” to the line you are feeding into the needle (page 7, tip #7).