

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **28-16-60**

NEW: January/1995

TITLE: **QUILTING**

DEPARTMENT: Home Economics Education

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 10.100.126

COURSE DESCRIPTION:

This competency-based course teaches the various techniques and skills needed to produce a variety of types of quilts using both traditional and contemporary methods, patterns, tools and fabrics. Lessons in quilting history, as well as art composition and requisite mathematical skills for design and construction, are incorporated.

PREREQUISITES:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.lausd.k12.ca.us/lausd/offices/dace

A MESSAGE to CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of text book titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions states the major emphasis and content of a course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Quilting, Basic Techniques Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand the purpose and objectives of the class.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe the components of a quilt and the quilt making process. 2. Discuss the development of quilting from earliest times to the present. 3. Identify the basic tools and fabrics used in quilt making. 4. Identify the techniques used in quilt making as a purpose of this course. 5. Discuss the student role in the class. 6. Identify the required student projects for this course. 7. Discuss the group interaction relating to this course.
<p>B. HISTORY</p> <p>Understand the history of the art of quilting.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 8. Define quilts and quilt making. 9. Discuss the influence of the cultures involved in quilts and quiltmaking. 10. Identify important time periods in quilt making over the last two hundred years. 11. Explain the influence of the industrial revolution on quilting. 12. Explain the influence of the westward movement on quilting. 13. Identify the impact of affluence of the first quarter of the 20th century on quilting. 14. Describe the quilt as art in the fourth quarter of this century.
<p>C. QUILTMaking SUPPLIES</p> <p>Know basic supplies.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 15. Identify basic sewing supplies. 16. Explore various types of pins used in quilting. 17. Describe various types of needles used in quilt making. 18. Explore various types of threads used in sewing. 19. Identify the variety of scissors used in quilt making. 20. Identify the variety of measuring tools(rulers, square ups, and templates) used in quilt making. 21. Demonstrate safe use of the rotary cutter, mat, and ruler used in fast piecing. 22. Describe other supplies used in the quilt making process, such as template material, colored pencils and pens for drafting and marking, graph paper, notebooks, and other tools. 23. Identify area resources (area shops, mail order and speciality shops).

<p>D. DESIGN AND FABRIC SELECTION</p> <p>Understand factors involved in design, pattern, and fabric selection.</p> <p>(6 hours)</p>	<p>24. Describe methods for choosing fabrics. 25. Discuss optimum fabric choices. 26. Determine the number of fabrics to be used for project. 27. Describe overall color effect of fabric choices. 28. Determine size of project; then amounts of fabric necessary. 29. List various styles of design in quilt making. 30. Identify patterns of blocks as units in the quilt. 31. Describe methods for designing quilt blocks using the units identified. 32. Describe methods for drafting quilt pattern pieces using the units identified.</p>
<p>E. BASIC BLOCK CONSTRUCTION</p> <p>Understand basic construction techniques.</p> <p>(12 hours)</p>	<p>33. Identify methods of block construction. 34. Explain the traditional methods of templates used for the block piecing. 35. Describe the formula for determining the size to cut half square triangles. 36. Describe the formula for determining the size to cut quarter square triangles. 37. Demonstrate contemporary fast piecing methods for block piecing. 38. Discuss the making of "connecting up" triangles. 39. Demonstrate chain stitching units of blocks for more efficient sewing. 40. Discuss the importance of matching points when constructing the units. 41. Discuss various applique techniques. 42. Demonstrate methods of applique styles. 43. Describe the English Paper Piecing method of appliqueing. 44. Successfully complete a sewing test to use 1/4-inch seams by hand and by machine. 45. Define and illustrate the "butted" seam. 46. Explain the need for pressing as you piece the quilt.</p>
<p>F. BASIC STITCHING</p> <p>Understand the basic stitching techniques for quilting.</p> <p>(6 hours)</p>	<p>47. Describe stitches used in traditional hand piecing. 48. Demonstrate the hand piecing techniques used in patchwork. 49. Describe stitches used when machine piecing. 50. Demonstrate machine piecing techniques used in patchwork. 51. Explain the importance of accuracy in piecing. 52. Discuss the standards by which good piecing techniques are distinguished. 53. Answer questions about maintaining standards when piecing. 54. Set benchmarks for excellency in piecing accurately.</p>

<p>G. BASIC SETTINGS</p> <p>Understand the basic setting options for a quilt.</p> <p>(3 hours)</p>	<p>55. Discuss books available on the subject of quilt settings and borders.</p> <p>56. Discuss straight settings.</p> <p>57. Describe diagonal settings using plain blocks.</p> <p>58. Define sashing and corner block settings.</p> <p>59. Create examples of various types of settings.</p> <p>60. Describe the styles of borders used to set off the setting of blocks.</p> <p>61. Discuss the relationships in choosing the borders based on the setting.</p> <p>62. Demonstrate mitered corner for borders.</p> <p>63. Describe a variety of other border designs available in quilt books.</p>
<p>H. BASIC FINISHING INFORMATION</p> <p>Comprehend the process used to prepare the top for quilting.</p> <p>(6 hours)</p>	<p>64. Decide the kind of quilting to complement the type of quilt top completed.</p> <p>65. Demonstrate the preparation of the backing layer.</p> <p>66. Discuss types of batting available in today's marketplace.</p> <p>67. Choose batting for student projects.</p> <p>68. Discuss how to choose the kind of batting for the style of quilt being made.</p> <p>69. Explain ways to mark a quilt in preparation for quilting the layers.</p> <p>70. Discuss marking tools used depending on the type of quilting to be done.</p> <p>71. Demonstrate methods used when tying a quilt.</p>
<p>I. QUILTING THE LAYERS</p> <p>Understand the quilting stitch.</p> <p>(9 hours)</p>	<p>72. Discuss basic tools used to quilt a quilt.</p> <p>73. Describe types of hoops used in quilting a quilt.</p> <p>74. Demonstrate the method for stitching through the layers with the needle and thread.</p> <p>75. List helpful tips for perfecting the stitch.</p> <p>76. Use a sample of the quilt "sandwich" to demonstrate the quilting stitch.</p>
<p>J. FINISHING THE QUILT</p> <p>Understand techniques for finishing a project.</p> <p>(9 hours)</p>	<p>77. Demonstrate techniques used to bind the quilt.</p> <p>78. Demonstrate the method of attaching the binding to the edge.</p> <p>79. Explain methods of removing the quilting marks.</p> <p>80. Explain the making of a "sleeve" and other methods for hanging a quilt.</p> <p>81. Discuss other ways to display quilts and to decorate with quilts.</p> <p>82. Discuss the value and importance of signing the work.</p> <p>83. Discuss the historical value of signing a quilt.</p> <p>84. Describe permanent pens or markers used in signing a piece of fabric.</p> <p>85. Demonstrate techniques for signing the quilt.</p> <p>86. Give examples of other works showing quilt labels.</p> <p>87. Give list of information needed on the quilt for future reference, such as name,city and state, time period of construction, title, for whom or why it was made, and any other narrative desired to identify the quilt and the maker.</p>

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEACHER REFERENCE BOOKS

McClune, Diana, and Laura Nownes. Quilts! Quilts!! Quilts!!!: The Complete Guide To Quiltmaking. San Francisco, CA: The Quilt Digest Press, 1988.

McKim, Ruby Short. One Hundred and One Patchwork Patterns. New York, NY: Dover Publications, Inc., 1962.

Ickis, Marguerite. The Standard Book of Quilt Making and Collecting. New York, NY: Dover Publications, Inc., 1949.

Leone, Diana. The New Sampler Quilt. Mountain View, CA: Leone Publications, 1993.

Cleland, Lee. Quilting Makes the Quilt. Bothell, WA: That Patchwork Place, Inc., 1994.

Amsden, Deirdre. Colourwash Quilts. A Personal Approach to Design & Technique. Bothell, WA: That Patchwork Place, Inc., 1994.

Rush, Beverly with Lassie Wittman. The Complete Book of Seminole Patchwork. New York, NY: Dover Publications, Inc., 1982.

JOURNALS

Better Homes and Gardens® American Patchwork & Quilting™. Published bimonthly by Meredith Corporation, Des Moines, IA.

Quilting Today, the International Quilt Magazine. Published bimonthly by Chitra Publications, Montrose, PA.

Traditional Quiltworks. Published bimonthly by Chitra Publications, Montrose, PA.

Quilter's Newsletter Magazine Published ten times a year by Lemay Publications, Wheat Ridge, CO.

Keepsake Quilting™ Catalog of Quilting. Centre Harbor, NH 03226-1618.

Dover Publications Complete Needlecraft Catalog. Mineola, NY 111501.

Clothide, Inc. Catalog of Sewing Notions. Stevens Point, WI 54481-8031.

RESOURCES

Subject Area Supervisor

Luella's Quilt Basket, Manhattan Beach, CA.

Treadle Arts, Inc., Lomita, CA.

TEACHING STRATEGIES AND EVALUATIONS

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/participation
- C. Field trips
- D. Multi-sensory presentations
 - 1. Pictures
 - 2. Photographs
 - 3. Antique quilts
 - 4. Block diagrams
- E. Student projects and presentations

EVALUATION

- A. Teacher-developed tests based on the competencies in the course outline.
- B. Teach observation of student work procedures and habits
- C. Encouragement by the teacher to raise confidence of students
- D. Self assessment by the student
- E. Group assessment using the show-and-tell methods of sharing learned lessons

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.
