

Personal Patchwork is an *individual* NJ FCCLA State Event in which students construct and present a patchwork project from a commercial pattern, an original design, or a combination of both forms. Quality of construction, creativity, knowledge of skills and presentation are all part of the judging process.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.1.12C.1 Use contextual clues to differentiate between unique and common properties and cultural implications of dance, music, theater and visual arts.
- 1.2.12B(4).1 Synthesize the elements of art and principals of design into an original portfolio of two to three dimensional artwork that reflects personal style and a high degree of technical proficiency and expressivity.
- 1.2.12B(4).2 Produce an original body of work in one or more mediums that demonstrates visual mastery, methods, techniques and cultural understanding.
- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 1.2.12B(4).5 Emulate styles and artistic processes used in culturally/historically diverse two and three dimensional art in an original body of work or varied mediums.
- 1.3.12A(4).1 Distinguish innovative applications of the elements of art and principles of design in visual artwork from diverse cultural perspectives that express specific cross-cultural themes.
- 1.4.12C.1 Formulate criteria for arts evaluation using positive commentary based on observance of the elements of art and principles of design in dance, music, theater, visual and multimedia artwork from diverse cultural contexts and historical eras.
- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 4.1 Develop number sense and will perform standard numerical operations and estimation on all types of numbers in a variety of ways.
- 4.2 Develop spatial sense and an ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences

- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

EVENT CATEGORIES

Junior: Grades 6-9

Senior: Grades 10-12

Occupational: Grades 10-12

ELIGIBILITY

1. Each chapter may enter one (1) participant for every twelve (12) affiliated members with a maximum of four (4) entries in each event category. An event category is determined by a member's grade in school and affiliation status.
2. Participation is open to any affiliated FCCLA member.

REGULATIONS

1. Each participant must select one of the following divisions to compete in this event:
 - A. Junior Category
 - Pillow
 - Potholder
 - B. Senior or Occupational Category
 - Table Runner (minimum of 15 inches wide by 48 inches long)
 - Wall Hanging (minimum of 24 inches by 24 inches)
 - Quilt (minimum of 45 inches by 54 inches)
 - Other quilted item that meets a similar size requirements (such as a Christmas tree skirt)
2. The patchwork project must be constructed by the participant.
3. The project must contain at least one (1) geometric design square with borders or bound edges. The project may be machine or hand quilted or tied.
4. Participant will be required to make a three (3) to five (5) minute oral presentation to discuss construction techniques, design development, machine and hand sewing techniques, etc.
5. Participants must set up the project with their information card during the designated time period at the beginning of the State Leadership Conference. The information card will be a typed three (3)-by-five (5) index card pinned to the front of the project containing the following information:
 - A. Participant Name
 - B. School Name
 - C. Event Category
 - D. A brief description of the project (up to 50 words)

6. After the judging process has been completed, the projects will be displayed.
7. Each entry must be claimed and removed at the designated time and place specified in the conference program.
8. See GENERAL INFORMATION AND RULES for guidelines.

PERSONAL PATCHWORK SPECIFICATIONS

Project Evaluation

Each participant should construct and present a patchwork project from the category options listed above. The project may be constructed by hand or machine.

Use of Color & Fabric	Fabric selection should coordinate in color and texture. All fabrics should have a consistent fabric care profile.
Creativity	Interesting usage of color and texture.
Degree of Difficulty	The degree of difficulty should reflect the experience, skills, and talents of the participant, with calculated risk. The participant should create a product that is challenging at his/her individual skill level.
Accuracy	Great care is taken to ensure all aspects of project (measuring, cutting, alignment, and stitching) are handled precisely.
Construction of Coverlet	The Coverlet may be pieced or appliquéd. The principles of design (balance, proportion, rhythm, emphasis, and harmony) should be evident, both in color and design. The construction should be neat and precise.
“Quilt Sandwich”	The “Quilt Sandwich” has a smooth and consistent thickness, without lumps. All layers of the sandwich mesh together to form a well-constructed quilt.
Securing the Layers	The backing, batting, and coverlet are secured using quilting and/or tying methods.
Quality of Finishing Details	The raw edges of the project are finished using borders, bindings, mitering, and other techniques. Embellishments may be used to enhance the look of the project.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes and is delivered to evaluators. The presentation should be organized to include the highlights of the design and creation of a patchwork item. Then the evaluators will ask the participant questions relevant to the patchwork item.

Presentation of Process and Project	<p>Presentation should discuss the following items in an organized sequence:</p> <ul style="list-style-type: none"> • Materials Used - Explain the selection process for fabrics, colors, batting and trims. • Use of Color - Explain the color selections in relation to the color wheel. • Construction Techniques - Describe specific techniques that were employed in the constructions phase not limited to the coverlet and bindings. • Technology - Explain what specific technology (if any) was used in the creation of the patchwork item. • Details - Identify quilting techniques, special skills and embellishments that made the project unique.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Questions	Provide clear and concise answers to evaluators’ questions regarding subject matter.

PERSONAL PATCHWORK RATING SHEET

Name _____ School _____

Check One Event Category: _____ Junior _____ Senior _____ Occupational

Write the appropriate rating under the score column. Points given may range between 0 and maximum number indicated. Where information is missing, assign a 0. Total the points and enter under TOTAL SCORE.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PROJECT EVALUATION							
Use of Color & Fabric: Coordinated in color, texture and care	0-2	3-4	5-6	7-8	9-10		
Creativity: Interesting usage of color and texture	0-2	3-4	5-6	7-8	9-10		
Degree of Difficulty: Reflects experience, skills and talents of the participant with calculated risk	0-2	3-4	5-6	7-8	9-10		
Accuracy: All aspects (measuring, cutting, alignment and stitching) handled precisely	0-2	3-4	5-6	7-8	9-10		
Construction of Coverlet: Pieced or appliquéd, principles of design evident in color and design, neat and precise	0-3	4-6	7-9	10-12	13-15		
“Quilt Sandwich:” Smooth and consistent thickness, layers mesh together	0-1	2	3	4	5		
Securing the Layers: Layers secured using quilting and/or tying methods	0-2	3-4	5-6	7-8	9-10		
Quality of Finishing Details: Raw edges are finished	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Presentation of Process and Project	0-2	3-4	5-6	7-8	9-10		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Response to Evaluators’ Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 75-89

Bronze: 60-74