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Year 10 Overview 2026-27 – *Photography*

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (20 hours) 7 weeks (17/18 hours)				
Wed 2-Sep Tues Y7 only Thursday-whole school	A	1	**Macro/Close Up Photography** An introduction to Macro Photography. Introduce basic camera skills in conjunction with macro and super macro functions. Students experiment with Macro settings and photograph still life objects, textures and patterns in the classroom, outside and at home. Students create contact sheets and analyse and annotate their own photographs considering lighting, viewpoints, textures, camera settings, focal points. Students create two separate tonal scales using brightness and contrast in Photoshop. Each tonal scale should have at six different sections. Students will articulate why using brightness and contrast can improve images. Experimenting with lights, creating different size and position of shadows. An introduction to the work of Edward Weston. Students analyse his work and include their observations in their research. Taking photographs in the style of Edward Weston using the lighting techniques previous explored. Analysing/choosing the most successful images to edit. Applying brightness and contrast filters to images in conjunction with selection tools and dodge and burn.	Developing basic camera skills with a focus on using Macro functions. Learning how to analyse photographs. An introduction to using brightness and contrast filters on Photoshop. Learning how to convert an image in to text (Students name) using Photoshop. This introduces students to a new functions; layers, text tool, resizing images and a clipping mask to convert image in to text. Opportunity to experiment with lighting techniques and composition before completing a photoshoot. Learning how to use magic wand/quick selection tools and dodge and burn. Key words for learning/ Tier 2/3 Vocabulary Macro – Making small objects larger scale Focal Point – The most important part of the image where the eye is first drawn to Angle – The point from which the photograph was taken Composition – The arrangement of the subject and surrounding elements Exposure – The amount of light allowed through the camera lens Underexposure – when too little light reaches the camera lens, producing a dark image Overexposure – when too much light reaches the camera lens, producing a Subject – is the 'object/person' being photographed. Foreground – The image/scene in front of the main subject in the photograph Background – The image/scene behind the main subject of the photograph During the ongoing discovery of photographic science in the early 1800's close up photography became popular and artists began to explore the idea that cameras could be used to make their subjects larger or smaller. How will we know they have learned this? Practical evidence displayed in sketchbooks, work in progress in students phaccounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.
7-Sep	B	2		
14-Sep (INSET Friday)	A	3		
21-Sep	B	4		
28-Sep	A	5		
5-Oct	B	6		
12-Oct	A	7		
19-Oct	B	8		

Prior – Y9	Current	Next – Y11
Recall of basic camera skills.	All students have experimented with Macro settings and lighting techniques. All students have used Photoshop and have explored some of the basic functions.	Students build on, practise and develop the camera and Photoshop editing skills.

GW: Students have experimented with Macro/super Macro functions and taken a

2-Nov	A	9	wide variety of images. Images are analysed and annotation identifies both positive and negative themes. Students brightness and contrast tonal scales show six different sections. Students have experimented with lighting techniques and can create a number of shadows with the lamp in a variety of positions. Basic Photoshop functions have been explored and students know how to use them to improve their images. **BI:** Students Macro/super Macro images are in focus and there is minimal background space. Images are carefully analysed and annotation is detailed. Students use key Photographic key terms where possible. Students brightness and contrast tonal scales show six different sections of equal proportion. There will be a clear difference in between tones. Students have experimented with lighting techniques and can use a number of lights in conjunction to create shadows. Photoshop functions have been experimented with and students can use selection tools with confidence. **EW:** Students images are visually interesting, they have experimented with composition, viewpoints and angles. Annotation is detailed and accurately uses Photographic key terms which link to their images. Students brightness and contrast tonal scales show six different sections of equal proportion and a clear and gradual difference in between tones ranging from light to dark. Students will be able to articulate why using brightness and contrast can improve images. Students understand and can articulate the outcomes when altering the positioning of the light sources. Photoshop functions have been used with confidence, creativity and a degree of skill.	Careers Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor. Assessment KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.
9-Nov	B	10		
16-Nov	A	11		
23-Nov	B	12		
30-Nov	A	13		
7-Dec	B	14		
14-Dec	A	15		
Christmas Holiday			6 weeks (15 hours)	

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<table>
<tr>
<td>4-Jan</td>
<td>B</td>
<td>16</td>
<td rowspan="4"><u>Reflections</u>

An introduction to the work of Francisco Infante-Arana. Students analyse his work and include their observations in their research. Students experiment with mirrors to create reflections taking photographs in the style of Francisco Infante-Arana in the classroom, outside and at home. Students can use macro and super macro functions. Students create contact sheets and analyse and annotate their own photographs considering lighting, viewpoints, textures, camera settings, reflections, exposure, focal points especially within the reflections. Analysing/choosing the most successful images to edit. Duplicating layers, using selection tools and selective colouring techniques to images. Students will articulate how they have used selective colouring techniques to enhance their image. Students choose their own idea for the next reflections photoshoot; taking photographs of water, metallic objects, or develop an idea from the previous mirror shoot.
Using Photoshop; students apply their knowledge of the tools used in other projects to their images. The idea is to create a multi layered, highly developed image based on reflections.

<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of basic camera skills. Recall of Photoshop skills.</td><td>All students have experimented with how to create reflections with mirrors. Selective colouring techniques have been explored. Students have had opportunity to recall, practise and build on their Photoshop skills.</td><td>Students build on, practise and develop the camera and Photoshop editing skills.</td></tr>
</table>

GW: Students can capture reflections using mirrors. Composition and focal point</td>
<td rowspan="4">Learning how to use mirrors to creatively make and photograph reflections. Developing basic camera skills with a focus on composition and creativity.

An introduction to selective colouring techniques on Photoshop.

An opportunity for students to take ownership and choose their own subject to photograph.
Opportunity to recall, apply and continue to develop and experiment with Photoshop tools explored in previous projects.

Key words for learning/ Tier 2/3 Vocabulary
Reflection – an image seen in a mirror or shiny surface.
Duplicate – one of two or more identical things
Composition – The arrangement of the subject and surrounding elements

Reflection photography, also referred to as mirror photography, is when you use reflective surfaces to create an artistic echo of a scene. This type of photography can add an interesting spin to locations that are hotspots for photographers such as oceans, lakes, puddles, and even rain drops. It encourages creative photography; it contains an extra element (or elements) that are intentionally used to improve the photo from its original state. This definition contains two important aspects that differentiates creative photography from everyday photography.

How will we know they have learned this?
Practical evidence displayed in sketchbooks, work in progress in students phaccounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.

Careers
Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</td>
</tr>
<tr>
<td>11-Jan</td>
<td>A</td>
<td>17</td>
</tr>
<tr>
<td>18-Jan</td>
<td>B</td>
<td>18</td>
</tr>
<tr>
<td>25-Jan</td>
<td>A</td>
<td>19</td>
</tr>
</table>

1-Feb	B	20	has been considered. Students have experimented with selective colouring techniques. Basic Photoshop functions have been recalled and demonstrated. **BI:** Students have captured reflections using mirrors and other reflective surfaces. Viewpoints and composition have been explored and experimented with. Students have created more than one reflection in the same image. Photoshop functions have been experimented with and students can make alterations to individual layers with confidence and an element of skill is visible. **EW:** Students have creatively captured reflections and have explored a number of ideas within the theme. Students may have captured a reflection within a reflection. This could be achieved digitally. Students edited images are multi layered and it is evident that each tool has been used with skill. The final outcome demonstrates a level of sophistication. Pupils will carry out experiments, brightness and contrast, lighting and fonts.	*LGBT+ History month* *Holocaust memorial day* *World Hijab Day* *Children's mental health week.* *Safer internet day* *Chinese New Year* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
8-Feb	A	21		
Half-Term			6 weeks (15 hours)	
22-Feb	B	22	**<u>Weaving Project</u>** An introduction to weaving/woven images focussing on portraiture. Students draw the different threads; warp and weft and explain their function in a weave. Students take portrait photographs ensuring there is a minimum amount of background space and the focal point is the eyes. Portraits are printed twice; one portrait is cut in to vertical 1cm strips and the other in to horizontal 1cm strips. Students weave the strips together to create a handmade woven portrait. Students explore editing techniques to create a	Learning how to weave using paper. An introduction to using grids, layer masks, channels tab, clipping mask, outer glow, texturiser on Photoshop. Opportunity to experiment with texturiser and other Photoshop filters to enhance woven images. Key words for learning/ Tier 2/3 Vocabulary Weaving – **interlace** threads to form a fabric or material Warp - threads running vertically Weft – threads running horizontally Portrait - An artistic representation of a person, in which the face and its expression is predominant

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<table>
<tr>
<td>1-Mar</td>
<td>A</td>
<td>23</td>
<td rowspan="3">digital woven portrait. Applying layer masks in conjunction with texture creates a basket weave effect. Students experiment with filters to edit their portrait further.

<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of basic camera skills. Recall of Photoshop skills; selection tools, crop tool, layers, duplicating.</td><td>All students have experimented with how to make a woven image by hand and digitally. Grids, layer masks, channels tab, clipping mask, outer glow, texturiser have been explored. Students have learnt the function of the warp and the weft and can weave by hand successfully.</td><td>Students build on, practise and develop the camera and Photoshop editing skills.</td></tr>
</table>

GW: Students understand the process of weaving and how to overlap the strips of paper. Their drawing clearly shows the warp and the weft. Students have taken portrait photographs with minimum background space. Strips have been cut out neatly and have woven them together to create a portrait. New Photoshop functions have been explored and students know how to use them in the context of creating a basket weave effect.
BI: Students can articulate how to weave using the warp and weft. Drawings show the warp and weft and students can explain the difference between the two. Students portraits have the eyes as the focal point. Strips have been cut straight</td>
<td rowspan="3">Focal Point –The area of the photograph that catches the eye of the viewer above all else

Weaving is an ancient technique which initially was used as a practical utility but later a form of expressionism. Photographically, weaving techniques can be used as part of an editing process to montage and distortion.

How will we know they have learned this?
Practical evidence displayed in sketchbooks, work in progress in students ph-accounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.

Careers
Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.

Women's history month
Ramadhan begins
World Down Syndrome day
Transgender day of visibility
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>8-Mar</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>15-Mar</td>
<td>A</td>
<td>ST1</td>
</tr>
</table>

22-Mar finish on Thursday 25th	B	ST1	and to 1cm thickness and have woven together to create a portrait. New Photoshop functions have been explored and experimented with. Students can recall these functions again for use in a different context. **EW:** Students understand how to use warp and weft to create a weaving. Their drawing and written analyse will demonstrate how it is used. Students have considered the background and facial expression in their portraits. Strips have been cut straight and accurately to 1cm thick using a guillotine. Photoshop functions have been used skilfully with confidence. Students will be able to apply a layer mask in future projects.	
Easter Holiday			5 weeks)12/13 hours)	
12-Apr	A	ST1	**<u>Portraits – Veerle Symoens and Andy Butler</u>** Looking at the Artists Veerle Symoens and Andy Butler students will create an A3 research page, including images of the artist's work and an analysis. Pupils will then use this as inspiration to take their own photographs of portraits, these portraits must be of different people pulling faces and posing. Students also need to include images of patterns. Once taken students will use these photos to create edits inspired by the artist's work. Using their prior knowledge of Photoshop, and new skills including eraser, tear, elliptical marquee and drop shadow tools. They will create 6 Veerle Symoens edits using the portrait and patterns photoshoot. These edits must each be different and include the Eraser and Tear tools, using these to distort and enhance their portraits. Once completed they will add these to their sketchbook alongside the Photoshop history to show their process. Adding those skills together students will create one final edit showcasing the skills they have learnt and the inspiration they took from the artist. Students then create 3 edits inspired by the work of Andy Butler using the portraits photoshoot. In these edits students must use the Elliptical marquee and drop shadow tool to highlight and enlarge features of the face, using the same technique that the artist uses. They can also include black and white effects and pops of colour. These edits must each	Learning how to take portraits How to identify pattern An introduction to using the Eraser, Elliptical Marquee and Drop Shadow tools on Photoshop. Opportunity to experiment with adding block colour and the magic wand tool to delete backgrounds Key words for learning/ Tier 2/3 Vocabulary Pattern – a repeated decorative design Portrait – An Artistic representation of a person, in which the face and its expression is predominant Subject – This is the object/person being photographed Eraser – to rub out something to reveal what is behind Elliptical Marquee tool – To select part of an image in a circular shape Drop Shadow – To add a dark shade underneath a layer to give 3D effect Foreground – The image/scene front of the main subject in the photograph. Background – The image/scene behind the main subject of the photograph Adobe Photoshop is a raster graphics editor developed and published by Adobe Inc. for mac'S and Windows. It was originally created in 1988 by Thomas and John Knoll. Since then, this software has become the de facto industry standard not only in raster graphics editing, but to digital art as a whole. Photoshop can edit and compose raster images in multiple layers and supports masks, alpha compositing, and several colour models including RGB, CMYK, CIELAB, spot colour, and duotone. How will we know they have learnt this? Practical evidence displayed in sketchbooks, work in progress in students ph accounts. ST Tracking exams
19-Apr	B	28		

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<table>
<tr>
<td rowspan="2">26-Apr</td>
<td rowspan="2">A</td>
<td rowspan="2">29</td>
<td rowspan="2">be different. Once completed they will add these to their sketchbook alongside the Photoshop history to show their process. Adding those skills together students will create one final edit showcasing the skills they have learnt and the inspiration they took from the artist. As an extended piece of work students will create their own Andy Warhol self-portrait. Using the skills, they have acquired on Photoshop.
<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of basic camera skills, Recall of photoshop skills, selection tools, crop tool, layer, duplicating</td><td>All pupils have done photo shoots in previous projects, learnt about lighting and angles. All pupils have worked on Photoshop to create woven images, here they experimented with adding filters and distorting portraits.</td><td>Pupils build on practice and develop the skills they have learned to use in GCSE</td></tr>
</table>
GW: Students understand the process of taking a portrait and have taken numerous photos to use in their edits. Their edits show the tools needed to create work in the style of the artist. Students have thought about building up layers and resizing various areas of the image. Students have played around with the use of colour and black and white. BI: Students have taken multiple portraits from different angles and poses and their patterns are considered. Their edits show the tools needed and extra tools have been investigated with to create multiple edits in the style of the artist. Students can recall these functions again for use in</td>
<td rowspan="2">and questioning. Weekly evidence in assessment books and end of project assessments.

Careers
Photographer; commercial and advertising, corporate and editorial and press, fashion, fine art, wedding, portraiture, medical, property, industrial, travel, theatrical, legal, documentary, digital imaging specialist, picture researcher, art and photo editor, Graphic Designer.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.

Good Friday
Easter Sunday
Autism and stress awareness month.
World Malaria Day
Lesbian visibility day
UK national walking month.
Deaf awareness week
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>3-May
(Bank holiday Mon)</td>
<td>B</td>
<td>30</td>
</tr>
</table>

<table>
<tr>
<td>10-May</td>
<td>A</td>
<td>31</td>
<td>a different context. Students have explored colour and consciously selected different colours to create an overall theme.
They have used the tear tool effectively and placed it correctly to create a realistic ripped effect. EW: Students have taken multiple portraits of different people from varied angles and poses. Their patterns are considered and clearly photographed. Their edits show the tools needed and extra tools have been used to create unique edits in the style of the artist. Students can recall these functions again for use in a different context. They have used the tear tool effectively and placed it correctly on the portrait to create a juxtaposing design.</td>
<td></td>
</tr>
<tr>
<td>Half-Term</td>
<td colspan="3">7 weeks (17/18hours)</td>
<td></td>
</tr>
<tr>
<td>17-May</td>
<td>B</td>
<td>32</td>
<td rowspan="3"><u>Joiners</u>

An introduction to the work of David Hockey and his Joiners/Photomontage images. Students analyse his work and include their observations in their research paying particular attention to where/how he was stood when he took the photographs and how he has overlapped and positioned the photographs. Students take photographs with the intention of making their own joiners. Students explore and experiment making joiners in different ways:Manually; cutting and overlapping images to create a photomontage collage.
Using stickers; photographs are printed on to a sheet of stickers and students overlap the stickers to create a joiner. Using Photoshop; students experiment with Photomerge. Using selection tools, move tool, free transform and brightness and contrast if required. Students experiment with different filters and stroke, drop shadow tools to make each image stand out.

<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of basic camera skills. Recall of Photoshop skills; selection tools, move tool, free</td><td>All students have experimented with how to make joiners in a number of ways.</td><td>Students build on, practise and develop the camera and Photoshop editing skills.</td></tr>
</table>
</td>
<td rowspan="3">Learning how to create joiners; manually and digitally.

Developing basic camera skills with a focus on composition.

An introduction to using stroke and drop shadows on Photoshop. Opportunity to continue to develop and experiment with Photoshop tools explored in previous projects. Selection tools, move tool, free transform and brightness and contrast.

Key words for learning/ Tier 2/3 Vocabulary
Joiner – using separately taken images of a single scene to create a larger one by overlapping them by hand or by digitally merging them together
Photomontage – a montage/collage of overlapped constructed from photographic images
Collage – a piece of art made by sticking various materials on to a backing
Overlap – to cover partly
Photomerge - the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping photographs either by hand or digitally into a new image

In the 1980s David Hockey used 35mm film to create abstract collages. The new notion of merging Art and Photography was thought as risky as they had previously been two separate mediums. Photography had the power to become creative rather than a scientific process.

How will we know they have learned this?</td>
</tr>
<tr>
<td>24-May</td>
<td>A</td>
<td>33</td>
</tr>
<tr>
<td>7-Jun</td>
<td>B</td>
<td>34</td>
</tr>
</table>

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<table>
<tr>
<td rowspan="4">14-Jun</td>
<td rowspan="4">A</td>
<td rowspan="4">35</td>
<td rowspan="4">
<table>
<tr><td>transform, brightness and contrast.</td><td>Stroke, shadow Filters, stroke and drop shadow have been explored.</td><td></td></tr>
</table>

GW: Students have considered their position when taking photographs and have photographed all of the parts required for the joiner. Students have experimented with both ways to create a joiner manually. Individual pieces overlap successfully to create a montage. Basic Photoshop functions have been explored and students know how to use them to improve their images. BI: Students have carefully considered the angle and distance between the camera and the scene. Manual joiners have a range of different sized pieces which overlap successfully to create a montage. Students have experimented with the angle and positioning of the pieces and the size of gaps in between pieces. Photoshop functions have been experimented with and students can make alterations to individual layers with confidence. EW: Students have experimented with composition, angles and viewpoints. They have carefully considered their positioning whilst taking photographs and ensured that they have photographed all of the parts required for the joiner. Manual joiners have a range of different sized pieces which overlap successfully to create a creatively composed montage. Smaller pieces have been used to make the joiner more complex. Diagonal positioning of pieces has been explored successfully. Photoshop functions have been used with confidence, creativity and a degree of skill. Students ensure exposure is consistent throughout individual layers.
</td>
<td rowspan="4">Practical evidence displayed in sketchbooks, work in progress in students ph-accounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.

Careers
Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.

LGBTQ+ pride month.
Gypsy, Roma and Traveller history month.
world day against child labour
autistic pride day
World refugee day
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr></tr>
<tr></tr>
<tr></tr>
<tr><td>21-Jun</td><td>B</td><td>36</td></tr>
<tr><td>28-Jun
(SJBF Inset)</td><td>A</td><td>37</td></tr>
<tr><td>5-Jul</td><td>B</td><td>38</td></tr>
</table>

12-Jul	A	39		
(Total: 190 Days)				

*Weeks 37-39 are **likely** to be impacted by college visits, year rewards trip, sports day and work experience week.

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?