

# Sonning Church of England Primary School

## Curriculum Milestones: Music



### Introduction

Milestones are designed to provide focus for progression points throughout a child's journey through the school. Early Years Foundation Stage is also included in this document to highlight the links between Early Years and the National Curriculum. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

### Milestones: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

Area of Learning: <b>Communication and Language</b>	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> </ul>
Reception (4/5 y/o)	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>
End of Reception: ELG	<ul style="list-style-type: none"> <li>N/A</li> </ul>

Area of Learning: <b>Physical Development</b>	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
Reception (4/5 y/o)	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>
End of Reception: ELG	<ul style="list-style-type: none"> <li>N/A</li> </ul>

Area of Learning: <b>Expressive Arts and Design</b>	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception (4/5 y/o)	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
End of Reception: ELG	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

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### Milestones: Years 1 to 6 (National Curriculum)

As previously stated, we follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (KS2) and Upper Key Stage 2 (KS2) based on our own curriculum needs and research from a range of sources.

Appraisal and knowledge of others' work	
KS1	<p><b>KS1 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Recognise and understand the difference between pulse and rhythm.</li> <li>b) Recognise some instruments within pieces of music.</li> <li>c) Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>d) Express an opinion about music, including (using simple musical language) why they like/dislike the piece.</li> <li>e) Describing the character, mood, or 'story' of music they listen to.</li> <li>f) Listen and respond to other performers by playing as part of a group.</li> </ol>
LKS2	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Pupils should be taught to develop an understanding of the history of music.</li> </ul> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Identify gradual dynamic and tempo changes within a piece of music.</li> <li>b) Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>c) Identify common features between different genres, styles and traditions of music.</li> <li>d) Recognise, name and explain the effect of the interrelated dimensions of music.</li> <li>e) Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>f) Use musical vocabulary to discuss the purpose of a piece of music.</li> <li>g) Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ol>
UKS2	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Pupils should be taught to develop an understanding of the history of music.</li> </ul>

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Children can, by the end of Year 6, meet the following statements in this concept area:

- a) Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix) and relating it to other aspects of the Arts (Pop art, Film music).
- b) Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- c) Identifying the way that features of a song can complement one another to create a coherent overall effect.
- d) Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- e) Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- f) Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

### Developing ideas and planning

KS1	<p><b>KS1 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to understand and explore how music is created, produced and communicated.</li> <li>• Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>b) Combine and layer an instrumental and vocal pattern within a given structure.</li> <li>c) Create simple melodies from five or more notes.</li> <li>d) Choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>e) Use letter name and graphic notation to represent the details of their composition.</li> <li>f) Begin to suggest improvements to their own work.</li> </ol>
LKS2	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to understand and explore how music is created, produced and communicated.</li> <li>• Pupils should be taught to improvise and compose music for a range of purposes.</li> </ul> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Composing a piece of music in a given style with voices and instruments.</li> <li>b) Develop melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>c) Create a piece of music with different layers and a clear structure.</li> <li>d) Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> </ol>
UKS2	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to understand and explore how music is created, produced and communicated.</li> <li>• Pupils should be taught to improvise and compose music for a range of purposes.</li> </ul> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>b) Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>c) Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>d) Record a composition using appropriate forms of notation and/or technology.</li> </ol>

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<b>Making, producing and performing</b>	
<b>KS1</b>	<p><b>KS1 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to experiment with and create sounds.</li> <li>• Pupils should be taught to play tuned and untuned instruments musically.</li> <li>• Pupils should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</li> </ul> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Sing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Perform expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ol>
<b>LKS2</b>	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to understand and explore how music is created, produced and communicated.</li> <li>• Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Pupils should be taught to use and understand staff and other musical notations.</li> </ul> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Sing longer songs in a variety of musical styles from memory, with accuracy, control and fluency, including control of subtle dynamic changes.</li> <li>Sing and play in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>Play syncopated rhythms with accuracy, control and fluency.</li> </ol>
<b>UKS2</b>	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to understand and explore how music is created, produced and communicated.</li> <li>• Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Pupils should be taught to use and understand staff and other musical notations.</li> </ul> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>Perform a solo or taking a leadership role within a performance.</li> <li>Perform with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Perform by following a conductor's cues and directions.</li> </ol>

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<b>Expressing</b>	
<b>KS1</b>	<p><b>KS1 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to use their voices expressively and creatively.</li> <li>• Pupils should be taught to experiment with, create, select and combine sounds.</li> </ul> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Create a simple piece (either with instrument or song) that is adapted from a known piece, and explain why they have made it personal to them.</li> <li>b) Create a simple piece with a range of instruments (either individually or with a group).</li> </ol>
<b>LKS2</b>	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Begin to improve musically within a style.</li> <li>b) Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>c) Understand mood and expression in music and be able to demonstrate that in simple terms within a piece (i.e. playing slowly to convey sadness).</li> </ol>
<b>UKS2</b>	<p><b>KS2 Music National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Improvise coherently and creatively within a given style, incorporating given features.</li> <li>b) Use (and be able to explain) mood when creating a piece, as well as why they have chosen a certain speed, tempo, pitch etc.</li> </ol>
<b>Evaluating</b>	
<b>KS1</b>	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Suggest improvements (in simple terms) for their and others' work.</li> <li>b) Evaluate, in simple terms, the effectiveness of a piece of music they have created against the brief.</li> <li>c) Start to identify strengths and possible changes they might make to refine their existing piece and explain these, in simple terms, to an adult at the time.</li> <li>d) Start to understand that the process of composition sometimes involves repeating different stages of the process to enhance or improve.</li> </ol>
<b>LKS2</b>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Use musical vocabulary when discussing improvements to their own and others' work.</li> <li>b) Consider their composition criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their piece.</li> <li>c) Re-evaluate their initial piece and make simple notes to explain what did / did not work or what they liked / did not like.</li> </ol>

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	<p>d) Evaluate their piece against their original brief, assessing overall and specific successes.</p> <p>e) Give and receive feedback from others, making adaptations as necessary and reflecting on that feedback.</p>
UKS2	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Confidently and constructively critique and evaluate their own and others' work, using detailed musical vocabulary.</li> <li>Critically evaluate the quality of a composition against the original brief, making purposeful changes as needed (and explaining those).</li> <li>Outline the changes they would make to improve a piece next time, giving specific examples not just of what they would improve, but how and why.</li> <li>Consider the effectiveness of the piece against others' pieces, and why their piece was more / less effective in their view.</li> <li>Give and receive feedback from others, making changes as necessary and reflecting on that feedback.</li> </ol>

### Progression of substantive knowledge in Music

Pitch		
EYFS		To understand that what 'high' and 'low' notes are.
KS1	Year 1	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.
	Year 2	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
LKS2	Year 3	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.
	Year 4	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
UKS2	Year 5	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
	Year 6	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.

Duration		
EYFS		To recognise that different sounds can be long or short.
KS1	Year 1	To know that rhythm means a pattern of long and short notes.

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	Year 2	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
LKS2	Year 3	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.
	Year 4	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.
UKS2	Year 5	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.
	Year 6	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.

Dynamics		
EYFS		To understand that instruments can be played loudly or softly.
KS1	Year 1	To know that dynamics means how loud or soft a sound is.  To understand that sounds can be adapted to change their mood, eg through dynamics.
	Year 2	To know that dynamics can change the effect a sound has on the audience.
LKS2	Year 3	To know that the word 'crescendo' means a sound getting gradually louder.
	Year 4	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
UKS2	Year 5	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
	Year 6	To know that a melody can be adapted by changing its dynamics.

Tempo		
EYFS		To recognise music that is 'fast' or 'slow'.  To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
KS1	Year 1	To know that the 'pulse' is the steady beat that goes through music.  To know that tempo is the speed of the music.
	Year 2	To understand that the tempo of a musical phrase can be changed to achieve a different effect.
LKS2	Year 3	???? not in Kapow???
	Year 4	To know that playing in time means all performers playing together at the same speed.
UKS2	Year 5	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
	Year 6	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

### Timbre

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EYFS		To know that different instruments can sound like a particular character.
KS1	Year 1	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.
	Year 2	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
LKS2	Year 3	To understand that the timbre of instruments played affect the mood and style of a piece of music.
	Year 4	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.
UKS2	Year 5	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
	Year 6	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Texture		
EYFS		To know that music often has more than one instrument being played at a time.
KS1	Year 1	To know that music has layers called 'texture'.
	Year 2	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
LKS2	Year 3	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
	Year 4	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
UKS2	Year 5	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
	Year 6	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Structure		
EYFS		To recognise the chorus in a familiar song.
KS1	Year 1	To know that a piece of music can have more than one section, eg a verse and a chorus.
	Year 2	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
LKS2	Year 3	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.
	Year 4	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.

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		To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music
UKS2	Year 5	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
	Year 6	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Notation		
EYFS		To know that signals can tell us when to start or stop playing.
KS1	Year 1	To understand that music can be represented by pictures or symbols.
	Year 2	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.
LKS2	Year 3	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
	Year 4	To know that 'performance directions' are words added to music notation to tell the performers how to play.
UKS2	Year 5	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
	Year 6	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.