

Purposes of this study were to (a) determine if Laban Effort/Shape instruction affects young conductors' ability to perceive expressive movement, (b) determine if Laban Effort/Shape instruction affects young conductors' comfort level with evaluating expressive movement, and (c) discover trends in subjects' motivations when making evaluative decisions.

Measurement instruments included a test of videotaped examples containing twelve silent examples of movement disciplines including conducting, dance, figure skating, and mime. Subjects rated the expressiveness of each example, rated their comfort level with the task, and wrote about what motivated their evaluative decisions.

After Effort/Shape instruction subjects were able to perceive varying levels of expression and their comfort level increased significantly over time. Treatment subjects became more critical of conducting examples than other disciplines and utilized specific Laban terms rather than general terms. The use of Laban vocabulary coincided with an increased comfort level and heightened ability to distinguish between levels of expressive movement.