

# In practice – 3 levels of SENSE.



'Level'	Role of:	ARTS AND SCIENCES	SENSING	SPACE	INCLUSION	Guiding questions for design
<b>1</b> <b>Arts &amp; Sciences as disciplinary bodies of knowledge</b>		Arts and Sciences as separate forms of inquiry	Sensing – it: Using the senses to detect/discriminate/collect information from the world;	As a container for action;	Emphasis on sense augmentation to compensate for deficits; largely individualised experiences.  The need to deliver on pre-set expectations, outcomes, curricular requirements.	In what way can the learning outcomes of specific disciplines be combined to deliver a set curriculum topic?
<b>2</b> <b>Art-infusion</b>  <b>Arts/Sciences as different modalities of knowing (filtering/augmenting sensorial perception)</b>		Arts as a tool to enhance the sensorial affordances of a space (more colourful; pleasant; creative etc)	Sensing-to: The senses as starting points to undertake an action; to relate with the world;	A multi-modal space with different affordances for sensing;	Addressing/Responding to individual needs (e.g. with a 'solution');  Emphasis on diversity; inclusion of a multiplicity of perspectives;	In what way can the arts facilitate attention and interest in science?  In what way can the arts be used to facilitate the presentation/exposition/interpretation of scientific content?
<b>3</b> <b>Future-making</b>  <b>Arts and Sciences as 'dispositifs' – devices that are available at all times and work together on an equal basis to keep the inquiry open to new questions and possibilities.</b>		Arts and Sciences involved in questioning the assumptions of how humans conduct themselves in the world.	Sensing-with: the senses as affective modalities to empathise, associate and co-exist in the world;	A space of multiple, unfolding sensorial relationships;	Prioritise design and planning starts/stems from the needs of those involved and/or the community own needs;  Emphasis on collective, dialogical experiences of 'sensing together' through difference;	

'Level'	Role of:	ARTS AND SCIENCES	SENSING	SPACE	INCLUSION	Guiding questions for design
3 (Continued)						<p>How far are the arts support the questioning of established social norms? (e.g. gender stereotypes)</p> <p>How does the space affords collective, shared and open inquiries?</p> <p>How to allow architectural design to be dictated by the question that the group is asking, rather than by the needs of material buildings already there or by simply a functional aim? (Citizen science project on 'heat')</p> <p>How does a community come together to transform their neighbourhoods in order to live/embody the community values? (Newspaper article a city for the future)</p> <p>What is the frame of experience that allows the universe to respond with its own answer?</p> <p>What is the humanity that exists at this edge where it does not think itself into a single framework of participation?</p>