

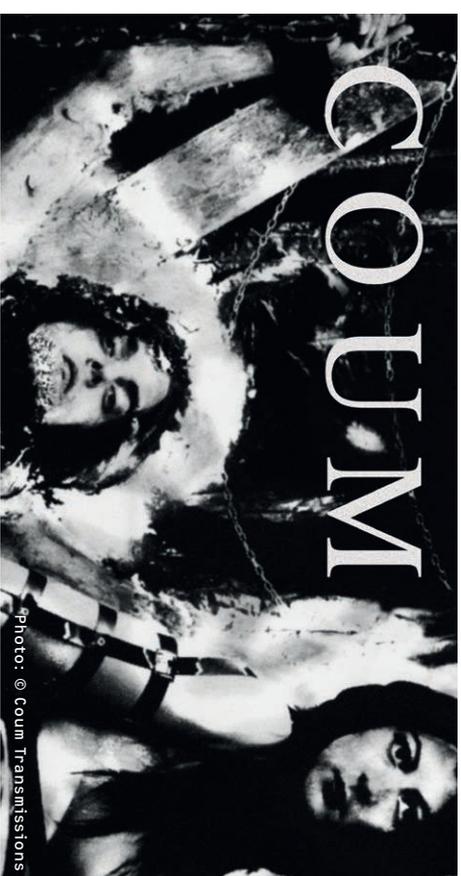
## COUM TRANSMISSIONS

### THE ARTISTS AND THE WORK

Coum Transmissions is the name for a group of artists who created artwork in a variety of different methods, from music and performance to photography. Coum had a number of artists in their collective throughout its life span, early members included Genesis P-Orridge and Cosey Fanni Tutti.

Coum Transmission's work was deeply divisive. In some performances crowds begged for encores, in others the police took over events and banned them from performing.

Due to the nature of their performances Coum knew that commercial success would elude them. They started describing themselves as 'performance artists' and began to be heavily influenced by the DADA artistic movement.



They believed that everyone, regardless of their training, could produce meaningful artwork in whatever way they deemed suitable. This led to Coum's wide and varied body of work.

Their 'Prostitution' show in London 1976 included explicit images of lesbians and other nude imagery. During the show strippers, punks, transvestite guards and prostitutes mingled with the gallery audiences. MPs cited Coum Transmissions to be 'wreckers of civilisation.'

Towards the end of Coum Transmissions, the core group went on to form a group called 'Throbbing Gristle.'

# COUM TRANSMISSIONS

## CURRICULUM LINKS .....

Due to the nature of the artist's work it is recommended that teachers decide on the appropriate age range when discussing this work.

### **In School:**

- ◆ Research Coum Transmissions with a view to discuss their work and the way in which they 'exhibited' this work. What are the student's thoughts on this? Do they feel it is artwork? How does this work differ from our traditional views of art? Look at the use of nudity in art work over the centuries picking out important pieces of work. What makes Coum's work more shocking? Is it more shocking?
- ◆ Research what society considers inappropriate, for example swearing, nudity in public, periods, prostitution, things we rarely address as a society. Produce a sketchbook presentation on one of these frowned upon areas. What visual material could you gather on these topics? What issues surround these topics? How could you visually comment on these issues? How would you present your thoughts?
- ◆ In school, take a series of photographs of students who are 'breaking the rules.' Present these photographs with a fictional story about what is happening in the photograph.

# COMMUNICATIONS

## GCSE AND A LEVEL .....



Describe in detail what you see? What effect does the piece of work have? How might you incorporate the ideas into your own work? Make a detailed annotated drawing. Find an interesting viewpoint and take a series of three photographs.



Make detailed notes about the exhibition, commenting on composition, situation, how it relates to its environment and make sketches to back up your writing.



Listen to the people looking at the exhibition and note down what they are saying about it.

# COM TRANSMISSIONS

## LITERACY KEYWORDS

PERFORMANCE

COLLECTIVE

DADA

EXPERIMENTAL

SUBVERSIVE

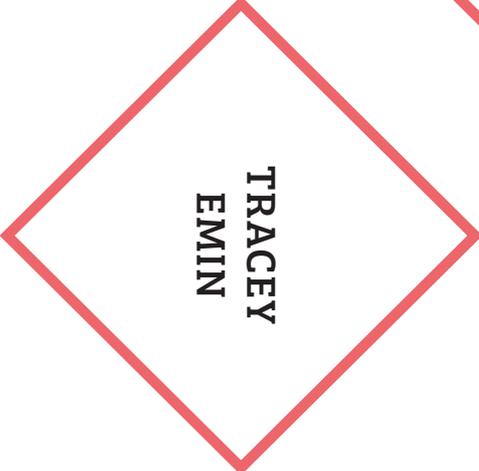
DIVISIVE

# COM TRANSMISSIONS

OTHER ARTISTS TO LINK TO .....



RICHARD  
PRINCE



TRACEY  
EMIN