

## ARTICLE

### CORPOREALITY AND DANCE FOR BABIES: A SYSTEMATIC REVIEW STUDY<sup>1</sup>

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**ABSTRACT:** To identify the state of the art of academic production on pedagogical processes that relate corporeality and dance for babies, this systematic literature review study investigated both the potential of the results found in the studies to boost dance in nurseries and the gaps related to the topic. This descriptive and bibliographical study analyzed 21 works published between 2007 and 2020. We found that there is a growing recognition of the human being as an integral being (although the mind-body dichotomy has not yet been overcome), as well as an increase in the number of works that discuss the specificities of babies, especially in studies from the southern region of Brazil. The studies highlighted the process of change that conceptions of the body and Physical Education go through as far as babies are concerned, and most of them considered babies as active subjects who communicate, create culture, and discover the (physical, social, and cultural) world through their bodies. Furthermore, some studies also considered dance and art as ways to integral human development since babies. We conclude that although the relationship between corporeality and dance for babies is a subject that has been little studied in the academic-scientific field, the symbolic and humanizing potential of such a relationship was considered in the studies, showing that there are spaces for the elaboration of other research and pedagogical actions on the theme, filling the existing gaps.

**Keywords:** dance, corporeality, babies, education.

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## **CORPOREIDADE E DANÇA PARA BEBÊS: UM ESTUDO DE REVISÃO SISTEMÁTICA**

**RESUMO:** Com o objetivo de identificar o estado da arte da produção acadêmica acerca de processos pedagógicos que relacionem corporeidade e dança para bebês, este estudo de revisão sistemática da literatura investigou as potencialidades dos resultados encontrados nos estudos para impulsionar a dança nos berçários, bem como as lacunas relacionadas ao tema. Trata-se de um estudo de natureza descritiva e bibliográfica, que analisou 21 trabalhos publicados entre os anos de 2007 e 2020. Constatamos que há um reconhecimento crescente da totalidade humana (sem superação da dicotomia corpo e intelecto), assim como o aumento de trabalhos que discutem as especificidades dos bebês, especialmente nos estudos advindos da região Sul do país. Os estudos destacaram o processo de mudanças pelo qual passam as concepções de corpo e de Educação Física para os bebês e, na sua maioria, consideraram os bebês como sujeitos ativos que se comunicam, criam cultura e descobrem o mundo (físico, social e cultural) por meio do corpo. Ademais, alguns estudos consideraram a dança e as artes como caminhos para o desenvolvimento humano integral desde os bebês. Concluimos que apesar da relação entre corporeidade e dança para os bebês ser um tema pouco estudado no campo acadêmico-científico, o potencial simbólico e humanizador desta relação foi considerado nos estudos, evidenciando que há espaços para a elaboração de outras pesquisas e ações pedagógicas com este tema, suprimindo as lacunas existentes.

**Palavras-chave:** dança, corporeidade, bebês, educação.

## **CORPOREIDAD Y DANZA PARA BEBÉS: UN ESTUDIO DE REVISIÓN SISTEMÁTICA**

**RESUMEN:** Con el objetivo de identificar el estado del arte de la producción académica sobre los procesos pedagógicos que relacionan la corporeidad y la danza para bebés, este estudio de revisión sistemática de la literatura investigó el potencial de los resultados encontrados en las investigaciones para impulsar la danza en las guarderías, así como los vacíos relacionados con el tema. Se trata de un estudio descriptivo y bibliográfico, que analizó 21 trabajos publicados entre 2007 y 2020. Encontramos que hay un reconocimiento creciente de la totalidad humana (sin superar la dicotomía cuerpo e intelecto), así como un aumento de trabajos que discuten las especificidades de los bebés, especialmente en estudios de la región sur del país. Los estudios destacaron el proceso de cambios por el que pasan las concepciones del cuerpo y la Educación Física de los bebés y, en su mayoría, los consideraron como sujetos activos que se comunican, crean cultura y descubren el mundo (físico, social y cultural) a través del cuerpo. Además, los estudios han considerado la danza y las artes como caminos para el desarrollo humano integral desde bebés. Concluimos que a pesar de que la relación entre corporeidad y danza para bebés es un tema poco estudiado en el campo académico-científico, el potencial simbólico y humanizador de esta relación fue considerado en los estudios, mostrando que existen espacios para la elaboración de otras investigaciones y acciones pedagógicas con esta temática, llenando los vacíos existentes.

**Palabras clave:** danza, corporeidad, bebés, educación.

## INTRODUCTION

This research falls within the scope of corporeality in childhood, highlighting the relevance of dance for babies in Early Childhood Education contexts. We believe that, from the beginning of life, dance is an essential element for the full development of individuals and can be part of educational processes.

The path that dance has taken in the history of humanity, more specifically the purposes and importance in different historical periods (MARQUES, 1999), is crossed by the different philosophical conceptions attributed to the body. According to Cavalari (1996), for a long time, these conceptions dichotomized the body into physical composition and intellectual composition, devaluing the first.

Through phenomenological thinking, the philosopher Maurice Merleau-Ponty proposes the unity between individual and world, refusing the separations between body and soul or thing and thought, attributing to the body the category of overcoming these dichotomies (MERLEAU-PONTY, 2018). Thus, according to Merleau-Ponty, one does not have a body, one is a body (MERLEAU-PONTY, 2018; CAVALARI, 1996). Merleau-Ponty founds the reflection on the human being as an inseparable whole: “By focusing on the being-world, Merleau-Ponty wants to rescue the sensitive condition of the individual, which is at the same time a property of matter, but also of consciousness. The body is the category that overcomes the dichotomy between thing and thought (perception x thought; sensitive x intelligible, visibility x consciousness)” (ROSSI, 2020, p. 113).

It is possible to understand that the philosophical conceptions attributed to the body reverberate in the different meanings that dance takes on throughout history, changing its purpose and importance. Whether seeking new concepts or reviving old values from classical ballet, the dance goes through a constant process of valuing or not valuing pre-established techniques and standards (MARQUES, 1999). In the middle of the 20th century, more specifically in the 60s, new concepts of movement in dance emerged, which began to consider the integrity of the human being: the expression of the whole to the detriment of technique (MARQUES, 1999).

Based on Marques (2010), by conceiving dance as an integral part of the human being and, therefore, an expression of life that allows him to establish relationships with himself, with others, and with the world, in this article, we seek to elucidate the importance of dance in the educational context.

However, there are difficulties in making dance an effective part of the school curriculum, even though it is considered an art language that integrates curricular components of basic education (BRASIL, 1996). A misunderstanding of the relationships of discovery that dance can establish between human beings and the world is identified (MARQUES, 2010), not to mention that schools, in general, do not have specialists in the dance area (STRAZZACAPPA, 2001). Furthermore, the body-intellect dichotomy persists in the school context, as Surdi, Melo, and Kunz (2016) emphasize, making it impossible to understand people as integral beings and, consequently, that dance, through creation, produces culture, communication, and autonomy.

In the search for overcoming welfare care (SANTOS, 2016) and for the recognition of Early Childhood Education as an essential stage of basic education, we highlight the childcare facility, which carries, even more, the care-education dichotomy (instead of its integration) as it covers an age group that does not make school education mandatory.

Silva and Neves (2020) consider that baby care is fundamental to the existence of collective education, as it transcends the private domain, constituting a social and political issue, responsible for human existence and conservation. In this context, care and education are integrated as the educational process has its essence in the ethical sense of care, present in human relationships. As Coutinho and Schmitt (2021) state, every adult action in the relationship with the child, within the scope of Early Childhood Education, is an educational action transversalized by care.

Therefore, as the body occupies a central position in educational action with babies, it is the category that overcomes not only the dichotomy of thing and thought (MERLEAU-PONTY, 2018), but also the dichotomy of care and education. Thus, overcoming this dichotomy highlights the body language involved in educational action in daycare facilities, as this presupposes a sensorial interaction between bodies, in which the adult must be attentive to the investigative, communicative, and responsive initiatives of babies who want to explore and discover the world that surrounds them (COUTINHO; SCHMITT, 2021).

Considering the concept of movement proposed by Elenor Kunz, which dialogues with the phenomenological vision, we understand that movement is indispensable to human life and necessary for relationships, discoveries, and experiences. In this sense, the human being is essentially a being that moves (ARAÚJO et al., 2010) and the child, from the perspective of the phenomenology of childhood, experiences and says about the world in their way through their corporeality (MACHADO, 2010).

Recognizing that the beginning of life comprises a period in which relationships, experiments, and discoveries take place, fundamentally through the body, it allows the baby, through his/her movements, to express emotions, relate to the world, himself/herself, and others (LIMA, 2019), as knowledge originates in the lived world (NÓBREGA, 2019). It is also the beginning of life, the foundation of integral human formation, and, therefore, contemplating dance in the education of babies means strengthening the experimentation and discovery of a living world and social relationships (SURDI; MELO; KUNZ, 2016). Dance awakens the aesthetic sense, therefore critical, autonomous, and collective (MARQUES, 2010) and, by providing affective bonds, when permeated by an attentive and caring adult body, it encourages the baby to form a positive conception of the world and himself/herself. (KISHIMOTO, 2010).

Based on these premises, in this systematic literature review research, we seek to identify the state of the art of academic production on pedagogical processes that relate corporeality and dance for babies, analyze the potential of the results found in studies to boost dance in daycare facilities, in formative perspective of babies, as well as identifying possible gaps in this area of knowledge. We hope to contribute to the construction of knowledge about scientific production related to the topic, as well as encourage reflections, considering that the relationships built by babies (with themselves, with others, and with the world) can be enhanced by experiences with dance, immersed in an educational process in the daycare facilities.

We will show the methodology of this systematic review research, elucidating its criteria, research equations, and the scope of the search.

## **METHODOLOGICAL COURSE**

To compose the theoretical analysis context of the study, identifying the state of the art of academic production about pedagogical processes that relate corporeality and dance for babies, we

carried out a systematic literature review study considering what Galvão and Ricarte (2019) call the character of reproducibility. This means that by presenting the actions and processes used in each research, such as the bibliographic databases consulted, the search strategies applied in each of them, the selection criteria for scientific articles, and their limitations, this type of research contributes to other researchers building new knowledge. According to Petticrew and Roberts (2006), this methodology is characterized as a study of a descriptive and bibliographic nature, which uses methods of analyzing the production of knowledge in literature, prioritizing a certain theme.

Thus, this systematic review study sought not only to gather information about the pedagogical processes that relate to corporeality and dance for babies but also to follow the scientific course of the topic in a specific period. It will discover gaps and follow directions to elucidate pertinent themes, considering questions that have not yet been investigated, which contributes to scientific development and, consequently, to the requalification and construction of new procedures for professional performance (GOMES; CAMINHA, 2014; BRIZOLA; FANTIN, 2016).

Initially, aiming to offer evidence and contemplate the objectives and problem addressed here, we started with the construction of a research form to systematize the criteria, indicating the research equations and the scope of the search (databases, search equations, and period).

The criteria for selecting the databases considered the fact that they are among the main databases that bring together qualified and freely accessible scientific productions: Scielo, Google Scholar, and CAPES Theses and Dissertations Catalog, covering studies published between 2007 and 2020. The descriptors for the research equations were initially: i) “corporeality of babies” and ii) “dancing for babies”. However, given the failure to obtain results in the Scielo and CAPES Theses and Dissertations Catalog databases, it was necessary to use these same descriptors without quotation marks. The descriptors with quotation marks generated results only in the Google Scholar database, with “corporeality of babies” generating four results, of which two met the criteria of this research, and “dancing for babies” generated 35 results, five of which were also included in the study.

It was possible to observe that even by adding the descriptors without quotation marks to the search equations, we still obtained a restricted number of results. In the Scielo database, the descriptor i) corporeality of babies, without quotation marks, generated a research result, which met the established criteria; the descriptor ii) dancing for babies, without quotation marks, did not generate any results. In the CAPES Theses and Dissertations Catalog database, the descriptor i) corporeality of babies, without quotation marks, generated 1033307 results, making it impossible to analyze and identify the productions, the same occurred with the descriptor ii) dancing for babies, without quotes, which generated 1129735 results.

With a total of eight scientific productions, it was necessary to add other descriptors to the research equations and, therefore, increase the number of works to compose the corpus of this study. All descriptors were used with and without quotation marks in the three databases. Furthermore, in the combination of terms<sup>3</sup> from these descriptors, creating new ones, those whose studies obtained did not meet the inclusion criteria for this research were excluded, resulting in i) “corporeality of babies”, ii) “dancing for babies”, iii) “body and babies”, iv) “babies’ bodies”, v) “movement and babies”, vi)

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<sup>3</sup> Combinations of the terms “corporeality and babies”, “gesture and babies”, “gestuality and babies”, “body language and babies”, “movement and dance”, “movement and daycare”, “phenomenology of childhood and dance”, “phenomenology of childhood and babies” and “body and daycare” were also carried out; however, they did not result in studies that met the criteria of this research.

“physical education and babies”, vii) “physical education for babies”, viii) “body language and babies”, ix) “dance and babies”, x) “babies and dance”, xi) “Phenomenology of childhood”<sup>4</sup>.

The studies resulting from the application of these criteria were initially analyzed by reading the abstracts, making it possible to identify and exclude productions that did not fit the central theme (pedagogical processes that relate corporeality and dance for babies). All research that addressed corporeality and dance outside the school environment was established as an exclusion criterion, as well as those whose participants involved did not have babies or teachers and baby assistants/caregivers.

According to the age groups presented by the National Common Curricular Base (BNCC- *Base Nacional Comum Curricular*) (BRASIL, 2018), babies correspond to children aged zero to one year and six months. However, given the variability in the ages of babies covered in daycare facilities, in the different geographic locations of the institutions covered in the scientific productions that make up the corpus of this study, this research contains studies that consider children up to 36 months old as babies.

Thus, 21 studies covered the theme, and the research criteria and were available, which were included for reading and analysis in full.

We then proceeded to analyze and organize the data from each selected study, considering the following thematic axes: year of publication and nature of the study, objective(s), context in which the research was carried out and participants, and, finally, conclusions of the studies, whose objective was to identify similarities and differences, building dialogues and relationships between them (BRIZOLA; FANTIN, 2016).

## RESULTS AND DISCUSSION

Box 1 shows the characteristics of the 21 studies of the systematic review, whose theme deals with pedagogical processes that relate corporeality and dance for babies, including authorship; title; objective(s); origin and year of publication; study context and participants, which are organized alphabetically by the main author. These studies are then analyzed and discussed along thematic axes: year of publication and origin of the studies; objective(s) of the studies; context and participants; main conclusions.

Box 1 - Characteristics of the studies included in the systematic literature review.

Author/ Authors	Title	Objective(s)	Origin and year of publication	Context/ Participants
AMORIM, K. S.	Meaning processes in the first year of life.	To investigate processes of meaning in the first year of life.	Article published in a Journal. 2012	Babies aged 5 to 12 months
BONFIM, P. V.	In the profusion of gestures, bodies speak of ways of being and relating in the daycare center.	To identify and analyze the narratives about/with the body woven into the relationships between teachers and babies in the daily life of a daycare center.	Doctoral Thesis in Education 2020	Teachers, assistants, and babies (babies aged 13 to 20 months)

<sup>4</sup> This last equation was included considering its relevance for studies on the body, since phenomenological thinking rejects psychophysical dualism, proposing the unity of subject and world, as highlighted in this article.

CABRAL, V. V.	The body of babies in the constitution of the specificity of teaching in early childhood education.	To analyze how the body of babies affects the relationships experienced in the context of daycare and how it circumvents teaching in Early Childhood Education.	Master's Thesis in Education 2019	Teachers, assistants, and babies (babies aged 6 to 14 months)
DEMETRIO, R. V. V.	The bodily dimension in the educational relationship with babies: from the teachers' perspective.	To analyze how teachers understand the place that the body dimension occupies in educational relationships in a group of babies.	Master's Thesis in Education 2016	Baby teachers (babies aged 6 months to 1 year)
FORMIGARI, J.	Conceptions and expectations of baby teachers of the physical education teachers in early childhood education.	To analyze the conception and expectations of baby teachers of the Physical Education teacher.	Master's Thesis in Education 2016	Baby teachers (babies aged 0 to 2 years)
GARANHANI, M. C.; NADOLNY, L. F.	Language movement in baby education for teacher training.	To address an education proposal for babies, anchored in Wallon's assumptions, to discuss training strategies that mobilize teachers' reflection on knowledge of movement language in Early Childhood Education.	Article published in a Journal 2015	Daycare teachers (babies aged 4 months to 2 years)
GONÇALVES, D. M. O.; GOMES-DASILVA, P. N.; ANDRADE, F. C. B.	In the beginning, it is <i>ludens</i> : integration of the baby's self through playing in daycare.	To analyze the process of integrating the baby's self into their play.	Article published in a Journal 2017	Babies aged 7 to 24 months
GUIMARÃES, D.; CONY, C.	Babies and dance in early childhood education: between sensitive invitations and bodily-affective contagions.	To discuss the aesthetic experience in Early Childhood Education, highlighting the symbolic power and the social and humanizing quality of babies' gestures mobilized with dance.	Article published in a Journal 2018	Babies from 4 months to 1 year and 6 months
LIMA, D. M.	Poetics for babies and young children: performative practices in daycare.	To expand the set of training actions with babies and young children in daycare education contexts, through Performing Arts Pedagogies in Performative Practices aimed at early childhood.	Master's Dissertation in Performing Arts 2019	Early Childhood Education (children aged 4 months to 6 years); Nursery I (babies from 4 months to 1 year)
MACHADO, M. M.	The flower of life: Seed for the phenomenology of early childhood.	To examine adult-child relationships in the way proposed by the philosopher Maurice Merleau-Ponty in his	Doctoral Thesis in Educational Psychology 2007	Children from 0 to 6 years old

		courses at the Sorbonne on pedagogy and child psychology.		
MAROLDI, E.	Physical education in early childhood education: curricular organization from 4 months to 2 years old.	To propose a curricular organization of the Physical Education discipline for Early Childhood Education children aged 4 months to 2 years.	Term paper for a Specialization Course in Physical Education 2011	Babies aged 0 to 2 years
OLIVEIRA, I. M. S.	The body and movement in the context of Early Childhood Education from the perspective of Historical-Cultural Theory: necessary reflections.	To provide reflections on the body and movement of babies and children within the scope of Early Childhood Education from the perspective of Historical-Cultural Theory, by Lev Semionovich Vygotsky (1896-1934).	Book Chapter (digital version) 2020	Babies and children (ages not specified)
PEREIRA, G. P. O. M.	Daycare and the development of young children's musical, dancing, and drawing activities.	To analyze musicality in daycare in a way linked to other cultural and pleasurable expressions of children, in this case, dancing and drawing.	Term paper of the Undergraduate Course in Pedagogy 2017	Daycare II (children aged 2 to 3 years)
REIS, L. A.; MOREIRA, W. W.	Teacher training from the perspective of corporeality in early childhood education.	To discuss the need to disseminate the contributions of the study of corporeality within the school context of Early Childhood Education.	Article published in a Journal 2015	Early Childhood Education (ages not specified)
RITTER, A. S.; GRAVE, M. T. Q.	Psychomotor stimulation and physical education for babies in the perception of professionals from municipal early childhood education schools in a municipality in Vale do Taquari.	To investigate the perception of teachers and daycare staff and Physical Education (PE) teachers about the importance of Psychomotor Stimulation and PE classes offered to babies.	Article published in a Journal 2014	Teachers, daycare attendants, and Physical Education teachers (babies between 4 and 18 months)
SANTOS, T. M.	Physical education in early childhood education: the organization of educational practice with babies in a Municipal Early Childhood Education Center in Vitória - ES.	To study the organization of Educational Practice with babies in an early childhood education center in the city of Vitória-ES.	Master's Thesis in Physical Education 2020	Physical Education facilitator teacher (babies between 10 months and 1 year and 5 months)
SCHMITZ, V. B.; ISSE, S. F.	The body and movement experiences	To investigate how the body and movement experiences of	Article published in a Journal 2016	Babies aged 5 months to 1 year and 6 months

	of babies in early childhood education.	babies occur in Early Childhood Education.		
SILVA, A. M. T. C. A.	Dance for babies: finding methodological strategies in adapting educational dance to early childhood.	To adapt the educational dance methodology to babies from six months old in a daycare context.	Master's Dissertation in Dance Teaching Methodologies 2010	Early childhood educator, education assistant, cultural animation and community education technician and babies (at the beginning of the project: 6 to 12 months; at the end of the project: up to 21 months)
SOARES, C. A.	Physical education in a daycare center: challenges and lessons learned in teaching.	To report the teaching experience with Physical Education in a daycare class at Creche Vera Fabrício Carvalho, at Hospital de Clínicas de Porto Alegre.	Term paper of the Undergraduate Course in Physical Education 2016	Daycare (baby ages not specified)
VAROTTO, M. A.	Physical education with babies: pedagogical practices in daycare centers in the municipal education network of Florianópolis.	To highlight and analyze the pedagogical practices of Physical Education teachers who work with babies in daycare centers in the Municipal Education Network of Florianópolis.	Master's Thesis in Education 2015	Physical Education Teachers who work with babies (ages of babies not specified)
VELAZQUEZ, P. F. M.	Babies' performances: body, object, discovery, and knowledge.	To study and investigate the interactive possibilities of babies, considering their different ways and "performances" of discovering objects in the world around them through exploration, playfulness, and corporeality.	Term paper for a Specialization Course in Art Pedagogy 2010	Babies aged 6 to 16 months

Source: Created by the authors.

### Year of publication and origin of the studies

Considering just over a decade, the studies analyzed were published between 2007 and 2020, totaling 21 studies within the scope of pedagogical processes that relate corporeality and dancing for babies, covering work in areas such as Education, Psychology, Physical Education, Performing Arts, Educational Psychology, Pedagogy, Dance and Art Pedagogy.

In 2007, a doctoral thesis in Educational Psychology was published. In 2010, a master's thesis in Dance Teaching Methodologies and a term paper for a specialization course in Art Pedagogy were found. In 2011, a term paper for a specialization course in Physical Education was published and, in 2014, an article was published in a journal.

Between 2015 and 2016, the number of publications increased, representing the years with the highest number of productions: in 2015 two articles were published in a journal and a master's dissertation in Education and, in 2016, two master's dissertations in Education, a journal article and a graduation thesis in Physical Education. In 2017, there were two publications, one article in a journal and a term paper for an undergraduate course in Pedagogy.

In 2018, productions decreased, with only one article found in a journal, increasing again in 2019 (two master's theses, one in Education and the other in Performing Arts) and 2020 (a doctoral thesis in Education, a book chapter in the digital version and a master's thesis in Physical Education).

Given the analysis, it is possible to infer that most of the studies in this systematic review were master's dissertations and articles in journals, with seven works in each of these categories, followed by undergraduate term papers, a term paper of a specialization course and doctoral theses, each of the three categories with two papers. Finally, there is also a digital book chapter.

The next subtopic identifies the objectives of the 21 studies of this review, which were organized into categories, building dialogues and relationships between them.

### **Objectives of the studies**

To identify the main themes and recurring focuses of studies within the scope of pedagogical processes that relate corporeality and dancing for babies, as well as identifying their gaps, five categories were created based on the themes and objectives covered: “Physical Education in the daycare center”; “Bodily relations in the daycare center”, “Corporeality and human development of babies”; “Dance and babies” and “Phenomenological view”.

Initially, in general, it was possible to identify that the 21 studies of the systematic review sought to clarify the importance of the beginning of life as the foundation of the human constitution. Furthermore, most of them constructed their objectives considering that babies are active, social individuals, who communicate, interact, and express through the body, creating culture.

Also, the systematic literature review research by Coutinho and Schmitt (2021), which investigated the trajectory of studies with and about babies in the context of Early Childhood Education, developed at the Center for Studies and Research on Early Childhood (Nupein- *Núcleo de Estudos e Pesquisas sobre a Pequena Infância*), from the Federal University of Santa Catarina (UFSC), highlighted the existence of an interdisciplinarity between the areas of Childhood Pedagogy, Childhood Sociology, Historical-cultural Psychology, Philosophy of Language and Anthropology of the Body, present in the objectives of these studies. In all of them, the baby is considered a social actor “[...] who reads the world and relates to it in his/her way [...]” (COUTINHO; SCHMITT, 2021, p. 1483). In other words, the baby's body expresses and communicates and, by communicating, places it as a social actor.

The category “Physical Education in the daycare center” was the one that brought together the largest number of studies (seven), which aimed to clarify how the work of Physical Education teachers can be organized and developed in Early Childhood Education with babies, also investigating the performance and importance of these professionals in the daycare center, as well as the perception that other teachers and assistants in this educational space have regarding Physical Education for babies.

The studies by Maroldi (2011), Santos (2020), Schmitz and Isse (2016), and Varotto (2015), sought to investigate how Physical Education pedagogical practices are organized with babies in the daily life of Early Childhood Education and how these bodily experiences occur, to expand discussions and reflect on how this work can be organized, considering the specificities of babies in their multiple

dimensions (bodily, social, cultural, affective), the way they communicate, how they appropriate knowledge, understanding them as active subjects, who think and whose body is in movement as the centrality of the actions and experiences that promote their development.

The study by Formigari (2016) analyzes the conceptions and expectations of teachers and assistants who work with babies as Physical Education teachers, seeking to clarify doubts, even from Physical Education professionals, about the importance of this work and how it can be developed with children in this age group.

The studies by Ritter and Grave (2014) and Soares (2016) investigated the perception of Physical Education teachers about the importance of knowing the phases of motor development in babies to carry out intentional work, which adequately promotes their development. Ritter and Grave (2014) also address psychomotor stimulation and not only investigate the understanding of Physical Education professionals regarding working with babies but also of other professionals who work in the daycare center.

The category “Bodily relationships in the daycare center” brings together five studies and, as the name suggests, the focus is to investigate the bodily relationships of babies in the context of these institutions, whether between babies, between adults and babies, and between babies and the world.

Publications by Bonfim (2020), Cabral (2019), and Demetrio (2016) emphasized the bodily relationship between adults and babies (teachers and assistants) in the context of Early Childhood Education, that is, what communications, expressions and desires these bodies translate into everyday life daycare center, also investigating the place that the baby's body occupies in teaching. Cabral (2019) and Demetrio (2016) sought to deepen studies on babies' bodies, with Cabral (2019) based on Child Anthropology, Sociology and Pedagogy of Childhood and Historical-Cultural Psychology and Demetrio (2016) on Historical-cultural Psychology and theory of Psychogenesis of the complete person, proposed by Henri Wallon. Bonfim (2020) prioritized body narratives arising from the relationship between adults and babies with Henri Wallon and David Le Breton as theoretical references.

Based on the contributions of Jean Piaget and other constructivist authors, Velazquez (2010) aimed to understand and investigate the development process of babies based on their specificities and sensitive ways of relating to the world, considering the centrality that the body and playfulness occupy in this process of relationships and discoveries of self and objects.

Reis and Moreira (2015) expanded the investigation into bodily relations in the daycare center with research whose objective was to explore and highlight the need for corporeity studies in the training of professionals who work with babies and young children, believing that the body should be considered in pedagogical relationships.

Coutinho and Schmitt (2021) found that studies with and about babies in the context of Early Childhood Education, developed at Nupein, placed the encounter with others as an essential element in teaching practice and, in the case of babies, bodily relationships stand out. The authors, therefore, considered that these studies point to advances regarding the place that the body and care are occupying in educational action with babies, as they recognize and value bodily relationships and the careful observation of bodies in this context, showing that education constitutes and is constituted by the body in the relationship of care with others.

The category “Bodiliness and human development of babies” has four studies, bringing together research that aimed to clarify that, from the beginning of life, the baby's body can communicate, expressing the culture of a certain social group and interpreting other bodies. In this context, the need

for pedagogical practices with babies to take their bodies and movements into account is emphasized, since integral human development lies in the body.

The study by Amorim (2012), based on the assumptions of Historical-cultural Psychology, sought to investigate the existence of meaning in the baby's body (gestures, emotions, postures, and relationships with social partners and objects), that is, communicative quality in its first year of life. The author considered that expressions of irritation, as well as gestures of asking for and taking objects, are meanings created by babies in social life.

In the same sense, the work of Garanhani and Nadolny (2015) and Gonçalves, Gomes-da-Silva, and Andrade (2017) aimed to emphasize that pedagogical practice must be attentive to babies' body movements, valuing them since, through the body, they communicate, understand each other's movement, and express from the beginning of life. Garanhani and Nadolny (2015) rely on the perspective of appropriation of the bodily self, proposed by Wallon; and Gonçalves, Gomes-da-Silva, and Andrade (2017), in Winnicott's theory on the baby's psychic development and constitution of the self. However, both prioritize the baby's play as a bodily production of language that promotes encounters with oneself, with others, and with the world, promoting development.

Considering the specificities of early life, in which communication and interaction with the world are essentially bodily, through gestures, contacts, and expressions of feelings (MACHADO, 2010), interactions and play should be the guiding principles of the pedagogical practices of this educational stage, since, as established by the National Curricular Guidelines for Early Childhood Education (DCNEI- *Diretrizes Curriculares Nacionais para a Educação Infantil*), established by Resolution no. 5, of December 17, 2009, they are the ones that provide “[...] knowledge of oneself and the world through the expansion of sensorial, expressive, bodily experiences [...]” (BRASIL, 2009, p. 25).

Oliveira's study (2020), based on Lev Vigotski's historical-cultural theory, was also based on pedagogical practice with babies and sought to understand the place that the baby's body occupies in the daily life of Early Childhood Education. Respect for spaces and times for babies and children to experience bodily experiences and express their emotions and feelings is highlighted in this work, as well as the appreciation of babies' bodies and movements in pedagogical practices for human development.

The “Dance and Babies” category brings together four studies that are related in that they aim to highlight the importance of dance in pedagogical practices with babies, since looking at the body is essential to human development, especially at the beginning of life.

To approach the studies that make up this category, it is necessary to identify how dance is present in some of the official documents of Early Childhood Education. Volume three of the National Curriculum Reference for Early Childhood Education (RCNEI- *Referencial Curricular Nacional para a Educação Infantil*), covers the scope of experience “Knowledge of the World” which includes the “Movement” axis, which clarifies that children express what they think and what they feel through the possibilities of movement. Thus, body movement is language, allowing the child to act in physical and human environments. For children aged zero to three, the “Music” axis of this document includes dance because of its connection to circle games, in which children, through dramatization, experience sound situations (BRASIL, 1998).

Among the fields of experience covered by the current BNCC, “Body, gestures and movements” presents dance as one of the different languages that articulate the body and emotion, allowing communication and expression. The field “Traces, sounds, colors and shapes” brings dance as a form of artistic manifestation, expression, and language, enabling the collective or individual creation

of cultural productions, and developing an aesthetic, critical, and creative sense (BRASIL, 2018). For babies, the only learning and development objective related to dance is in the field of experience “Spaces, times, quantities, relationships, and transformations”, in the form of experiencing rhythms: “Experiencing different rhythms, speeds and flows in interactions and games (in dances, swings, slides, etc.)” (BRASIL, 2018, p. 51).

The works of Guimarães and Cony (2018) and Lima (2019) sought to highlight the pedagogical possibilities of working with dance for babies, as it carries symbolic, interaction, and affection powers, humanizing quality, and bodily achievements for babies. Lima (2019) also seeks to highlight the need for Performing Arts professionals to work in the daycare space, especially in nurseries, where communication is substantially bodily.

Silva (2010), based on the stages of development, proposed by Jean Piaget, and the child's psychomotor development, proposed by Henri Wallon, addresses the absence of dance in pedagogical practices with babies, as well as the scarcity of studies that relate dance and babies, aiming to take dance to daycare, adapting the educational dance methodology for babies.

Pereira (2017), based on historical-cultural Psychology, also builds his research objective based on the absence of pedagogical work with musicality and other cultural expressions such as dance and drawing in the daycare center. In this way, he sought to establish a relationship between music, dance, and drawing as elements that promote the baby's development.

Finally, the category with the smallest number of works (one study) is the “Phenomenological view”, in which Machado (2007), based on the Phenomenology of childhood, investigated adult-child relationships, proposing a careful observation of the early childhood (children from zero to six years old) so that it is possible to find the essence of the child as a being in the world that communicates through play, as well as in silence since the body is a central element of this communication.

All studies in the systematic review fall within the context of Early Childhood Education, which is specified in each research in the next subtopic, as well as the participants involved.

## **Context of studies and participants**

The 21 studies in this systematic review dialogue with the context of Early Childhood Education, three of which were carried out through observation and records of babies' routine moments and social relationships (BONFIM, 2020; CABRAL, 2019; GONÇALVES; GOMES-DA-SILVA; ANDRADE, 2017); and six of them, in addition to observations and records, also carried out pedagogical interventions (SANTOS, 2020; SCHMITZ; ISSE, 2016; VELAZQUEZ, 2010; GUIMARÃES; CONY, 2018; LIMA, 2019; PEREIRA, 2017). Of these studies, the last three carried out pedagogical dance interventions with babies, as Silva (2010), who, in addition to observations, records, and interventions with dance, also carried out interviews with Early Childhood Education professionals. Amorim (2012) also made observations, records, and interviews with families and daycare professionals who worked with the babies.

Three studies were carried out through interviews with baby teachers and other professionals who work in daycare centers (DEMETRIO, 2016; FORMIGARI, 2016; RITTER; GRAVE, 2014). A study carried out interviews with Physical Education teachers who worked with babies, in addition to

addressing a continuing training event for these professionals (VAROTTO, 2015). Garanhani and Nadolny (2015) also developed continuing education meetings to reflect on babies' bodies.

Two studies refer to experience reports about the specificities of teaching work with babies and young children (MACHADO, 2007; SOARES, 2016). Finally, two studies consisted of bibliographic research (MAROLDI, 2011; OLIVEIRA, 2020) and one a literature review (REIS; MOREIRA, 2015).

The studies carried out in the field in the school context took place, for the most part, in public daycare centers (BONFIM, 2020; CABRAL, 2019; DEMETRIO, 2016; FORMIGARI, 2016; GARANHANI; NADOLNY, 2015; GONÇALVES; GOMES-DA-SILVA; ANDRADE, 2017; GUIMARÃES; CONY, 2018; LIMA, 2019; PEREIRA, 2017; RITTER; GRAVE, 2014; SANTOS, 2020; SCHMITZ; ISSE, 2016; VAROTTO, 2015). The study by Silva (2010) comes from Portugal and was carried out in two daycare centers, one in the private sector and the other in a non-profit institution. Velazquez (2010) carried out his research in a private school, Amorim (2012) in a university daycare center, and Soares (2016) in a daycare center at the Hospital das Clínicas in Porto Alegre.

Regarding ages, there is variability in the age range of babies that are covered by daycare centers in the different geographic locations of educational institutions. Therefore, this systematic review research contains studies that consider children up to 36 months old as babies. Silva and Neves (2020) corroborate, through the analysis of productions on the education of babies, that there is a lack of definition regarding the age that characterizes the baby since age and other criteria such as developmental marks and care practices are culturally constructed. For the authors, this shows that, while scientific production on babies is growing, age groups signal a fragility in their understanding of the field of Early Childhood Education policy.

The systematic literature review research by Coutinho and Schmitt (2021) included studies that also focused on the issue of the age of babies, finding that the definition of who the baby is goes beyond age limits and presupposes their state of dependence on the ethical and social commitment of provision and protection by adults. This means that reflection on being a baby implies relationships of otherness that vary culturally and socially.

Therefore, the ages covered in the studies included in this review were: Amorim (2012): babies aged five to 12 months; Bonfim (2020): babies aged 13 to 20 months; Cabral (2019): babies aged six to 14 months; Demétrio (2016): babies aged six to 12 months; Formigari (2016): babies from zero to 24 months; Garanhani and Nadolny (2015): babies aged four to 24 months; Gonçalves, Gomes-da-Silva and Andrade (2017): babies aged seven to 24 months; Guimarães and Cony (2018): babies aged four to 18 months; Maroldi (2011): babies from zero to 24 months; Pereira (2017): babies and children aged 24 to 36 months; Santos (2020): babies aged ten to 18 months; Schmitz and Isse (2016): babies aged five to 18 months; Silva (2010): babies aged six to 12 months; Velazquez (2010): babies aged six to 16 months.

Two studies covered not only babies but also children up to six years old (LIMA, 2019; MACHADO, 2007). Four studies did not specify ages but included babies, children, and professionals from the daycare center and Early Childhood Education context (OLIVEIRA, 2020; REIS; MOREIRA, 2015; RITTER; GRAVE, 2014; SOARES, 2016). Varotto (2015) also did not specify the ages of the babies included in the research.

After understanding the specificities (year of publication, origin, objectives, context of studies, and participants) of the studies that make up this systematic literature review research, we set out to analyze their main conclusions, building dialogues between the productions through relationships established in analysis categories.

## Main conclusions of the studies

In this thematic axis, the conclusions of the studies analyzed are organized into categories, bringing together those that allow greater approximation in their findings and in dialogical and reflective production: “Body to signify and discover”, “Dance, arts and human development” and “The body and Physical Education for babies – new perspectives”.

The studies whose conclusions considered the body as an element of the construction of meanings and discovery of the world (physical, social, and cultural) from birth, pointing to the need for the gaze and bodily disposition of teachers of babies, attentive to this potential, were organized in the category “Body to signify and discover”. This category brings together studies by Amorim (2012), Bonfim (2020), Cabral (2019), Demetrio (2016), Gonçalves, Gomes-da-Silva and Andrade (2017), Machado (2007) and Velazquez (2010).

Amorim (2012) concludes that, as the baby's body is the locus of action and relationship with peers and adults, their meanings (gestures of irritation, asking for and taking objects) and its resources (extending arms, opening and rotating the palm) are co-constructed, as the action is the meaning that transcends the word, and it is in the relationship with the other that the baby's corporeality stands out as an element of language in its broadest sense. In this sense, the body is the first element of communication and cultural construction.

Bonfim (2020) points to the importance of observing and recognizing the existence of body narratives that are woven into the relationships between teachers and babies, which can expand conceptions about human development and break the polarization between educating and caring, considering the child's potential from the body. In this sense, he highlights the need for an attentive and welcoming adult to look at the specific expressions, gestures, and movements of babies.

A close look at the specificities of babies' bodies and the relationships they establish in the daycare environment was also the focus of the study by Cabral (2019), who concluded that babies know and explore the world through their bodies. Therefore, movement is a means of communication, interaction, expression, and relationship with physical and sociocultural space. The author also concludes that the babies' bodily demands guide teaching activities, making it relational, at the same time as affecting their subjective constitution.

Demetrio (2016) also based his study on the importance of the body dimension in educational relationships with babies, concluding that the actions of care, play, and communication are centered on the body, which gives meaning and significance to the actions of teachers and babies. Furthermore, in an interview, baby teachers highlighted that social relationships can be established from birth, as they materialize through the body. The author also considered the necessary body availability of baby teachers, which, being widely requested, opens space for reflection on the restructuring of their working conditions, such as the increase in the number of professionals who work with babies in the daycare center studied.

Regarding care actions and the centrality of the body in Early Childhood Education, Coutinho and Schmitt (2021) clarify that every care action is an educational action, with the body, both adults, the baby, and the child, being the element that brings together this inseparability. Thus, the authors highlight the DCNEI (BRASIL, 2009), a document that considers the integration between care and education and identifies in the studies analyzed that care is not restricted to protection, hygiene,

food, and reception, but advances to the organization and preparation of spaces and environments for playful actions, which encourage curiosity and expression. All these actions and elements influence the personal constitution of babies; in other words, they constitute their bodies.

Based on studies of adult-child relationships and through listening and welcoming children and children's culture, Machado (2007) concludes that childhood cultivated in a welcoming environment conducive to the creation of social bonds ensures that children (from 0 to 6 years) knowledge of self, others, and human culture. Otherwise, with freedom, possibilities, and care to live childhood with confidence, the child can be what he/she is, a totality that understands his/her body, others, the time and space in which he/she lives, his/her mother tongue and the feeling of belonging and responsibility towards others in society.

Therefore, the Phenomenology of Childhood, based on Merleau-Ponty, seeks to understand who children are based on a way of looking and being in contact with them, unveiling a language that operates within the body (MACHADO, 2010). The child “[...] is a person from the earliest age able to say something about all of this: he/she says something with his/her body, gestures, screams, crying, expressions of joy and consternation, astonishment and submission” (MACHADO, 2010, p. 126).

Coutinho and Schmitt (2021) identified that studies with and about babies developed at Nupein, by recognizing the dialogical character of the educational relationship with them, also recognize that care and language overlap since the bodies involved in this relationship are in constant communication.

The subtleties of these interactive manifestations, both in care relationships and in others, are described in research by the enunciative presence of babies and adults, strongly marked by body language, or if we prefer, more directly, by the body. Attention to such communicative forms in research helps to recognize children as powerful informants of their life experiences, and especially their educational processes. (COUTINHO; SCHMITT, 2021, p. 1491).

The human experience in the world occurs through body language in which human beings when moving, educate themselves and others (NÓBREGA, 2010). Thus, through relationships with others, the baby overcomes instinctive bodily reactions and begins to manifest intentional communication, which carries and produces social and cultural meanings (COUTINHO, 2012).

The conclusions of Gonçalves, Gomes-da-Silva, and Andrade (2017) are related to those of Machado (2007), as they deal with the need for an environment of freedom to live childhood with all its potential, focusing on the body that plays and that, from an early age, is movement, action, and creative language. The authors conclude that playing is an activity that contributes to the integration of babies' selves, that is, it is the principle of creative activity, necessary from the first years of life for the formation of a healthy human personality and the integration of the psychic subject. Gonçalves, Gomes-da-Silva, and Andrade (2017) also show that playing demands greater appreciation in the context of Early Childhood Education, as well as the presence of Physical Education professionals, whose work with babies requires specific training. In this way, pedagogical practice with babies will be intentional and planned, overcoming welfare and the mind-body dichotomy, as it provides an environment conducive to action, freedom, creative play, bodily expressiveness, and the construction of relationships of affection and security, teachers of babies will be able to direct their gaze to the signs emitted by them, guiding their actions according to the needs observed.

The intentional and planned pedagogical practice with babies comes up against the fragility identified by Silva and Neves (2020) regarding the absence of a caring approach, from the perspective of the educational relationship between adults and babies, in scientific productions that deal with the education of babies in Brazil between 2000 and 2018. “In other words, care does not constitute a pedagogical category that brings together and bases the set of educational practices”, emphasize the authors (SILVA; NEVES, 2020, p. 14). The study by Coutinho and Schmitt (2021) pointed to advances in the conception of care, which reveals the existence of a certain ambiguity regarding the meaning of care in research that deals with the educational context of babies.

Velazquez (2010) also considered that play and toys are essential to the baby's cognitive, physical, and socio-affective development, as they promote the baby's relationships and interactions with himself/herself, with others, and with the world. In this sense, he/she also concluded that teachers of babies must pay attention to a pedagogical practice that encourages them to know and discover the world with play, freedom, art, gestures, and creativity.

Kishimoto (2010) also emphasizes the baby's relationship with play and toys, and through the manipulation of objects the baby gets to know and appropriate the reality that surrounds him/her through his/her body, experiencing what can be done with them and how they behave, thinking with their hands. In this process, the baby gets to know the world and expresses himself/herself (KISHIMOTO, 2010).

The studies by Guimarães and Cony (2018), Lima (2019), Pereira (2017), and Silva (2010), comprised the category “Dance, arts and human development”, and bring conclusions about the meaning and language of the body, being dance and the arts, in general, are paths to human development from babies onwards.

Given the babies' contact with dance, Guimarães and Cony (2018) were able to conclude that gestures, affections, and senses were shared with the body. Dance for babies is important as it promotes interaction between the biological body and the communicative and social body, which gives meaning to movements. In this sense, meaning comes from gestures (danced and theatricalized) that humanize, loaded with symbolic power and social quality. The adult, therefore, must occupy a position of care, listening, and attention to the discoveries and expressions that emerge from babies through the experience of dance. Furthermore, the authors highlight the importance of initial and continued training of Early Childhood Education teachers so that there is pedagogical work committed to baby languages and artistic languages.

Carrying out artistic actions within the daycare center led Lima (2019) to conclude that this space constitutes a favorable environment for the performance of Performing Arts and that babies and young children identify with and know how to respond creatively to artistic language. In this way, the presence of the arts in educational practices with babies and young children places them as subjects of rights, who need to be listened to carefully in their expressions.

Surdi, Melo, and Kunz (2016) draw our attention to the still-existing devaluation of all human beings in educational environments; thinking is valued, separating it from bodily and emotional manifestations. Therefore, according to these authors, dance, when contemplated in schools, is linked only to festivities, through pre-established movements, preventing teachers from realizing children's desires, needs, and discoveries.

Pereira (2017) also considered that the child must be seen as an active subject in their development and that social relationships are essential to learning. In this sense, the dialogue between

artistic expressions (musicality, dance, and drawing) plays an important role in development, as they place the child in the position of active subjects and relationship with others.

We observed Marques (2010) who clarifies that dance and education must be articulated through relationships and not contacts, as relationships provide reflections and transcendence, whereas contacts limit dance to leisure and technical movement. Thus, “[...] dance as an artistic language has the potential to provide different and differentiated lenses for us to know, deconstruct, reflect and act on the multifaceted daily lives of the world in which we live” (MARQUES, 2010, p. 28). In other words, the possibilities for developing aesthetic consciousness can be seen in the dance contemplated by educational processes, paving the way for the critical formation of human beings.

Silva (2010) investigated the benefits and potential of dancing for babies, concluding that, in the context of daycare, dancing contributes to comprehensive education and can be an activity that fosters social and cooperative values, in addition to transmitting knowledge about music, of the body, the world and oneself. The babies revealed interest and attention, mixed with dispersion, in educational dance practices, recognizing songs and associating them with the movements that were stimulated.

The category “The body and Physical Education for babies – new perspectives” includes studies by Formigari (2016), Garanhani and Nadolny (2015), Oliveira (2020), Reis and Moreira (2015), Santos (2020), Schmitz and Isse (2016) and Varotto (2015). This research presented conclusions about the need to monitor the process of change that the conceptions of body and Physical Education for babies undergo, which reveal the importance of both for child development.

Formigari (2016) concluded that the conceptions and expectations of baby teachers (who do not have training in Physical Education) compared to Physical Education teachers are still restricted to the physical part of the body or motor coordination, which occurs mainly because the teachers usually do not follow the pedagogical practice of Physical Education with the babies to carry out other tasks. Therefore, there is no clarity about the forms and purposes of Physical Education professionals' work with babies, as well as about the pedagogical movement inseparability, that is, care-education. Furthermore, the knowledge of the interviewed teachers is also influenced by their school experiences (as students) in Physical Education classes. With this, Formigari (2016) points to the need to improve the knowledge that baby teachers have about the movement in Early Childhood Education.

Considering body movement as a child's language that demands appreciation by Early Childhood Education professionals, Garanhani and Nadolny (2015) also pointed to the limitations that the conception of body and movement assume in the educational work of professionals who they work with babies, elucidating that there are difficulties in the development, systematization, and justification of pedagogical practices related to the body and when they occur, they are reduced to actions of control and standardization of movements. In this way, they conclude that the continued training of daycare teachers constitutes a means of raising awareness and reflecting on the importance of considering the body in the practices and organization of daily pedagogical activities, also considering the characteristics of babies and their possibilities of movement.

Also, Varotto (2015) concluded that there is still a lack of definition regarding the role of Physical Education in pedagogical practices with babies, expressed in the multiplicity of practices developed by professionals in the field, due to the different conceptions of children, body, and education, therefore, due to the lack of theoretical-methodological support that supports these practices. However, the author considers that through coexistence and listening to babies, as well as through collective

reflections in ongoing training, Physical Education professionals are discovering new possibilities about the contributions of this area of knowledge for babies.

The training of Early Childhood Education teachers was also considered in the conclusions of Reis and Moreira (2015), who considered the need for an understanding of the child's body as a principle of human existence. As a result, the authors concluded that initial and in-service training is necessary to enable Early Childhood Education professionals to develop a sensitive look at children's gestures, expressions, and silence, considering that the body carries and constructs meanings necessary for a humanizing education.

Santos (2020) understands, in the same way, that the initial training of professionals who work with babies can prepare Early Childhood Education and Physical Education teachers to develop intentional, planned pedagogical practices that consider the specificities of babies, the importance of body movement and the organization of environments conducive to bodily, affective, and relational relationships, placing babies at the center of planning.

In the path that seeks to highlight and respect the potential of babies' bodies, Oliveira (2020) also considers the need to look at the construction of spaces and times that promote rich bodily experiences, discoveries, and challenges for babies and children. In this way, the author considers that the continued training of professionals who work with babies and children in Early Childhood Education is a way to improve the development of these spaces.

Schmitz and Isse (2016) also looked at the organization of spaces and materials, as well as the individualities of babies, concluding that it is necessary to promote different challenges and experiences that consider the body and its communicative potential from the beginning of life.

Maroldi (2011) proposes a curricular organization of Physical Education for babies divided by level of chronological development up to two years old, listing contents to be worked on differently in each period (physical and motor capabilities, motor skills, body expression, and rhythmic and body awareness), which were subdivided into subthemes and subjects, with suggested activities, materials, and interventions for each one. Thus, the author concluded that Physical Education is essential not only for the motor development of babies, but it contributes to placing them in the position of thinking subjects with potential not only for becoming but also for being in themselves. She also concluded that continued training is necessary so that Physical Education actions for babies are structured from a critical perspective.

Addressing psychomotor stimulation, Ritter, and Grave (2014) concluded that although education professionals and Physical Education teachers who work with babies, physically stimulate babies, they are unaware of activities that promote cognitive, motor, affective, and language skills.

Finally, Soares (2016) concluded that early stimulation in the daycare center (interventions that, through stimulation, give quality to the child's natural development process) is essential for the baby to explore the environment, evolve in basic skills (crawling, sitting without support, getting up alone, walking), performing everyday tasks and social interactions. In this sense, the author considers the importance of establishing emotional bonds with babies and recognizing their different forms of communication for pedagogical interventions.

This subtopic revealed that the body and dance, in the context of daycare centers, have been taken into the scope of scientific research since 2007. Based on these analyses and reflections, the final considerations, below, deal with the gaps, advances, and possible ways for these two elements to occupy their due spaces in the education of babies.

## FINAL CONSIDERATIONS

Through this systematic literature review study, it was possible to identify how the pedagogical processes that relate corporeality and dance for babies are addressed in academic productions, as well as the place that babies' bodies occupy in educational relationships in the context of daycare. Between 2007 and 2020, even though there are studies that limit the role of the body in human development, there is a growing interest in the search for the recognition of human totality, that is, the recognition that body and intellect are not mutually separate. Most of the studies analyzed here place corporeality as a primordial element in the integral development of children from the beginning of life.

There is an expansion of discussions about the specificities of the beginning of life, recognizing it as the period in which the foundations for the integral formation of human beings are built and, in this way, studies consider babies as active subjects, capable of communicating, meaning, interacting, exploring, investigating, discovering, socializing, and creating culture through the body.

Through the body, babies express their emotions, discover, and relate to themselves, the world, and others. Thus, many of the studies (nine in total) suggest in their conclusions that there is an improvement in the initial and continuing training of teachers and other professionals who work with babies in the context of Early Childhood Education, so that, in this way, the performance surpasses the welfare, becoming intentional and planned. Furthermore, this improvement in training would also contribute to overcoming the gap that still exists between care and education in the educational context of babies.

It was also possible to identify that a large part of the studies that seek this new look at pedagogical practice with babies in Brazil come from the southern region of the country (ten studies in total). In these locations, the daycare centers have baby teachers, which is not common in most public daycare centers in Brazil. Daycare centers often do not have the presence of a licensed teacher included, following the Law of Guidelines and Bases of National Education (LDBEN- *Lei de Diretrizes e Bases da Educação Nacional* nº 9394/96) (BRASIL, 1996), an age group that does not require mandatory attendance at schools, and daycare/nursery assistants with at least secondary education must work in these Early Childhood Education spaces.

A similar situation occurs with professionals in Physical Education and other areas, such as Arts, who rarely work in public daycare centers in Brazil, as mandatory basic education begins at four years old. In the southern region of the country, it is possible to identify the presence of these professionals, as three studies in this location specifically deal with the role of Physical Education professionals in daycare centers. The municipality of Itajaí (SC), for example, determined, in 2014, the inclusion of Physical Education teachers in all Early Childhood Education Centers (FORMIGARI, 2016).

Finally, it is possible to infer, based on the objectives and conclusions of the studies presented, the incipience of research that focuses on dance for babies, revealing the need to produce studies that address corporeality as a central element of pedagogical practices in this age, including the manifestation of dance and its potential for children's education. Only four works addressed dance for babies, two of which placed it as a central element of the practices. At the same time, all four studies considered the importance of dance for babies, as it is full of symbolic, affective potential, and social and humanizing qualities.

From this perspective, we also highlight the absence of studies that relate Childhood Phenomenology to dance, especially with babies. The only study included in the review addresses the relationship with corporeality but does not consider the specificity of dance. We emphasize the relevance of Phenomenology for studies on the integral human being, which is not dissociated into body and mind, and that dance can be considered a phenomenon full of meanings contained in the body and possible to experience with children. During the survey, only one study was found relating Childhood Phenomenology and Dance, which did not meet the selection criteria for this research as it referred to Elementary School.

We conclude that although the relationship between corporeality and dance for babies in the educational context is a topic little studied in the academic-scientific field, these works highlighted the symbolic and humanizing potential of this relationship in pedagogical practices with babies, as it promotes the discoveries and experiences necessary for the beginning of life: baby's relationship with himself, baby with others and baby with the world. In this way, it is possible to understand that there are spaces for the development of other research that investigates pedagogical actions relating to corporeality and dance for babies to contribute to an education that considers the human being in its entirety, from the beginning of life.

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Author 1 – FAPESP Scientific Initiation Scholarship; worked on building the theoretical framework, collecting, and analyzing data, and writing the article.

Author 2 – Coordinating researcher of the project; guided and collaborated in the elaboration of the theoretical framework, in the collection and analysis of data, and the structuring and review of the article.

## DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with this article.