

INTRODUCTION

The training of artistic education teachers in early childhood lacks suitable academic programs. Lack of training in art, artistic education contributes to the development of critical thinking among infants, presenting a theoretical framework which can support the adoption of Reggio Emilia's approach as an essential element in the development of critical thinking.

MAIN AIM

A systematic literature review following the guidelines provided by Grant & Booth, the EPPI Centre, and Joseph, Matheson & Lacey. The main aim of this study consists in using a literature review as a means to present a conceptual framework which can support the implementation of Reggio Emilia's model and promote critical thinking in early childhood. To present a theoretical framework which can support the adoption of Reggio Emilia's model and promote critical thinking in early childhood.

METODOLOGY

A systematic literature review following the guidelines provided by Grant & Booth, the EPPI Centre, and Joseph, Matheson & Lacey. The main aim of this study consists in using a literature review as a means to present a conceptual framework which can support the implementation of Reggio Emilia's model and promote critical thinking in early childhood.

STUDY DELIMITATION

In Infant Education, during their pupils' artistic process, teachers can limit infants' creativity with activities oriented towards the copy or reinterpretation of a specific art work created by a particular artist.

LITERATURE REVIEW. OUTCOMES

In Infant Education, during their pupils' artistic process, teachers can limit infants' creativity with activities oriented towards the copy or reinterpretation of a specific art work created by a particular artist.

CONCEPTUAL FRAMEWORK

A systematic literature review following the guidelines provided by Grant & Booth, the EPPI Centre, and Joseph, Matheson & Lacey. The main aim of this study consists in using a literature review as a means to present a conceptual framework which can support the implementation of Reggio Emilia's model and promote critical thinking in early childhood.

CONCLUSIONS

In Infant Education, during their pupils' artistic process, teachers can limit infants' creativity with activities oriented towards the copy or reinterpretation of a specific art work created by a particular artist.